



BOSTON COLLEGE

Graduate Catalog

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BOSTON COLLEGE BULLETIN

GRADUATE CATALOG

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BOSTON COLLEGE BULLETIN

Volume LXIII, Number 6, May, 1993

The *Boston College Bulletin* contains current information regarding the University calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

Boston College is committed to providing equal opportunity in education and in employment regardless of race, sex, marital or parental status, religion, age, national origin or physical/mental handicap. As an employer, Boston College is in compliance with the various laws and regulations requiring equal opportunity and affirmative action in employment, such as Title VII of the Civil Rights Act and Federal Executive Order #11246. Boston College's policy of equal educational opportunity is in compliance with the guidelines and requirements of Title VI of the Civil Rights Act, Title IX of the Higher Education Amendments Act of 1972, and Section 504 of the Rehabilitation Act of 1973.

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THE UNIVERSITY

Having been granted its charter in 1863 by the Commonwealth of Massachusetts, Boston College is one of the oldest Jesuit-founded universities in the United States.

During its first fifty years the college was located in the City of Boston. Shortly before World War I, property was acquired in Chestnut Hill and the college was relocated to this suburban community six miles west of Boston.

During the more than fifty years since its relocation the growth of Boston College into today's University was particularly evident during the 1920's. The Summer Session, the Graduate School of Arts and Sciences, the Law School, and the Evening College were added in rapid succession to the original College of Arts and Sciences. In 1927, the College of Liberal Arts at Lenox and the Schools of Philosophy and Theology at Weston were established as academic units of the University. The Graduate School of Social Work was established in 1936, and the College of Business Administration in 1938. The latter, and its Graduate School which was established in 1957, is now known as the Wallace E. Carroll School of Management. The Schools of Nursing and Education were founded, respectively, in 1947 and 1952.



ACCREDITATION OF THE UNIVERSITY

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges of Nursing, the American Association of Colleges for Teacher Education, the American Assembly of Collegiate Schools of Business, the American Association of University Women, the American Bar Association, the American Chemical Society, the American Council on Education, the American Psychological Association, the Association of American Colleges, the Association of American Law Schools, the Association for Continuing Higher Education, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council of Graduate Schools, the Council on Social Work Education, the Association of Jesuit Colleges and Universities, the Institute of European Studies, the Institute of Asian Studies, the International Association of Universities, the International Association of Catholic Universities, the Interstate Certification Compact, the National Catholic Education Association, the National League for Nursing, the New England Association of Schools and Colleges, the National Council for Accreditation of Teacher Education, Phi Beta Kappa, Alpha Sigma Nu, and other similar organizations.

ACADEMIC RESOURCES

The Academic Development Center (ADC) is designed to support and enhance all aspects of academic excellence in this "community of scholars" by helping undergraduates, graduate students, and faculty improve learning quality and teaching effectiveness. The ADC, which opened its doors in September 1991, is located on the second floor of O'Neill Library, in the Eileen M. and John M. Connors Learning Center.

The Academic Development Center is a comprehensive, inclusive resource serving all Boston College students at no charge. To address the needs of the great majority of BC students, the Center provides tutoring for more than 55 courses—in mathematics, physical and life sciences, management, social work, nursing, social sciences, history, philosophy, and in classical and foreign languages. The ADC also offers workshops in useful study skills and effective learning strategies. In addition, graduate tutors in English help students strengthen their academic writing skills. These services are available throughout the regular academic year, and during summer school. All ADC tutors have been recommended by their relevant academic departments; most are graduate students or outstanding upper-division students.

The ADC offers programs designed to challenge the most academically talented, highest

achieving students, as well as programs designed to support those who are least prepared and most academically challenged. One member of ADC's full-time professional staff provides academic support services for students with learning disabilities, helping to ensure their success at Boston College.

Working closely with the Graduate School of Arts & Sciences, the ADC sponsors seminars, workshops, and discussions for graduate teaching assistants (TAs) and teaching fellows (TFs) on strategies for improving teaching effectiveness and student learning. Each fall, the ADC and GSAS hold a two-day workshop to help TAs and TFs prepare for teaching. The Center also provides individual videotaping and consultation upon request.

The ADC provides similar instructional support services to BC faculty. Through these and other related activities, the Academic Development Center plays an increasingly important role in enhancing the quality of academic life at Boston College. Call 617-552-8055 for further information.

Audiovisual Facilities

University Audiovisual Services provide the academic program with a broad range of instructional media and materials support services. These include access to over thirty types of classroom AV/TV equipment. Also available are audio production services, film and video rentals, television recording and editing, graphics production and photographic production. Several courses are taught in AV's television studio. Students make major use of modern post-production editing equipment for their TV projects.

The Language Laboratory, serving all the language departments and English for Foreign Students, is located in Lyons 313. In addition to its 70 state-of-the-art listening/recording stations and dual-teacher console, the facility includes video and film viewing rooms and three audio-interfaced microcomputers. The Lab's audio and videotape collection, computer software and other audio-visual learning aids directly support and/or supplement the curriculum requirements in foreign language, literature and music. The Language Laboratory Director and student lab assistants are available during the day and evening to assist students (undergraduate and graduate) and faculty in the operation of equipment and selection of appropriate materials for their course-related or personal language needs.

Computing Support, Service and Facilities

The **O'Neill Computing Facility (OCF)** is available to anyone with a currently valid BC identification card. There are approximately 150 workstations available, providing access to a wide variety of hardware, software, and peripherals. Macintosh microcomputers are the most prominent feature of the facility. All Macintoshes are equipped with hard disks and are networked to a Digital 3800 fileserver. There are also Digital VT-type terminals which provide access to the VAX cluster of

super-minicomputers. The VAX cluster may also be accessed from off-campus locations via modem. Modem access to the VAX cluster is available 24 hours a day, 7 days a week. Additionally, IBM PS/2 microcomputers are available in the facility.

The OCF is staffed with professionals and students who provide assistance with all aspects of computing. Users may also be referred to the Information Processing Support (IPS) consulting staff located in the basement of Gasson Hall for more specialized assistance. Training tutorials and software documentation are available for use within the Facility.

Software applications available on the VAX cluster include word processing, programming languages, statistical analysis packages, graphics production, and database management. A similar array of software exists in the microcomputing environment. Output may be obtained from a variety of printing devices including high speed line printers, high-resolution dot matrix printers, and laser printers.

The **Help Center** is located in Gasson Hall, room 12. It provides support with file recovery and media conversion, and many other aspects of computing technology. It is open Monday through Friday from 9:00 a.m. to 5:00 p.m. on a drop-in or phone-in basis. Users may call 552-HELP for assistance.

The Libraries

The Boston College Libraries offer a wealth of resources and services to support the teaching and research activities of the University. The book collections exceed 1.3 million volumes, and approximately 14,000 serial titles are currently received.

Membership in two academic consortia, the Boston Library Consortium and the Boston Theological Institute, adds still greater dimensions to the resources of the Boston College Libraries, providing Boston College faculty and graduate students who have special research needs access to the millions of volumes and other services of the member institutions.

Through membership in New England Library Information Network (NELINET), there is on-line access to publishing, cataloging and interlibrary loan location from the OCLC, Inc. data base, which contains over twenty seven million records from the Library of Congress and from more than 6,000 contributing institutions.

Boston College was among the first schools in the country to offer an online public computer catalog of its collections. The Libraries' Quest computer system provides instant access to information on library holdings, as well as supporting book circulation and acquisitions procedures. Students may browse the catalog using video display terminals in all the libraries, and faculty may access the catalog from their houses or offices. In addition, the libraries offer computer searching of hundreds of commercial data bases in the humanities, sciences, business, and social sciences

through an in-house CD-ROM network, through access to outside databases, and through the Quest library system.

Information on use of the libraries is contained in the *Guide to the Boston College Libraries* and other brochures available in the libraries.

The Thomas P. O'Neill, Jr. Library, the central library of Boston College, opened its doors to the public in September 1984. This facility contains the research collection in the humanities, social sciences, education, business, nursing, and the sciences. There are over 900,000 book volumes, 9,000 active serials, 1,400,000 microforms and 140,000 government documents, as well as a growing audio-visual collection. The O'Neill Library is a leader in the utilization of technology in library services. The Library's Electronic Information Center offers state-of-the-art computer systems to assist students and faculty in locating library materials both locally and nationally.

The Resource Center, located in the basement of the Newton Chapel, provides study space for the residents of the Newton Campus as well as a reserve readings collection for courses taught on that campus, a music listening facility, and microcomputers.

The School of Social Work Library, McGuinn Hall, contains a collection of over 30,000 volumes, 350 periodical titles, social work theses, doctoral dissertations and a growing media collection. The collection covers the history and philosophy of social work, its methodology, and all aspects of social welfare services. The Library's collections and services support master's and doctoral programs offered at the main campus, and master's programs offered at four off-campus sites throughout Massachusetts and Maine.

The Law School Library, located on the Newton Campus, is a well-rounded collection of legal and related materials in excess of 200,000 volumes. The open stack collection includes primary source materials consisting of reports of decisions and statutory materials with a broad-based collection of secondary research tools in the form of textbooks and treatises, legal and related periodicals, legal encyclopedias and reference works. Basically Anglo-American in character, the collection also contains growing numbers of international and comparative law works. The Library is also a subscriber to LEXIS and to WESTLAW and has an in-house network of CD-ROM databases.

The Bapst Library, a beautiful collegiate Gothic building which served as the main library for over 50 years, has been restored to its original splendor and now houses the Libraries' collections in art as well as a circulating collection of novels, poetry, drama, biography, short stories, essays and nonfiction. Approximately five hundred seats are available as study space including a Graduate Study Area.

The Thomas P. O'Neill, Jr. Office is located on the fourth level of Bapst Library. The office houses furnishings and memorabilia from former Speaker of the House O'Neill's Capitol Office in Washington, D.C. Visitors are welcome from

10:00 a.m. to 4:00 p.m. weekdays, or by special arrangement.

The John J. Burns Library of Rare Books and Special Collections, located in the Bapst Library, north entrance, contains the University's special collections, including the University's Archives. The distinguished and varied collections of the Honorable John J. Burns Library speak eloquently of the University's commitment to the preservation and dissemination of human knowledge. The Burns Library is home of nearly one hundred thousand volumes, more than three million manuscripts, and important collections of architectural records, maps, art works, photographs, films, artifacts, and ephemera. These materials are housed in the climate-controlled secure environment of Burns Library either because of their rarity or because of their importance as part of a special collection. While treated with special care, these resources are available for use at Burns to all qualified students, faculty, and researchers. Indeed, their use is strongly encouraged, and visitors to Burns are always welcome, either simply to browse or to make use of the collections.

Though its collections cover virtually the entire spectrum of human knowledge, the Burns Library has achieved international recognition in several specific areas of research, most notably in Irish studies, British Catholic authors, Jesuitana, fine print, Catholic liturgy and life in America, 1925-75, Boston history, Caribbeana, and Congressional archives. It has also won acclaim for significant holdings on nursing, detective fiction, Thomas Merton, Japanese prints, Colonial and early Republic Protestantism, and banking.

The Geophysics Library, located at Weston Observatory, contains a specialized collection of over 8,000 monographs and journals on earth sciences, particularly seismology.

The Educational Resource Center, located in Campion Hall, serves the School of Education's faculty and students. The collection includes curriculum and instructional materials, educational and psychological tests, and educationally-oriented information technology.

THE CAMPUS

Located on the border between the city of Boston and the suburb of Newton, Boston College derives benefits from its proximity to a large metropolitan city and its setting in a residential suburb. Often cited as a model of university planning, the campus is spread over more than 200 acres of tree-covered Chestnut Hill. Yet it is just a few miles from culturally and socially rich Boston.

The Chestnut Hill campus is tri-level. Dormitories are on the upper campus; classroom, laboratory, administrative and student service facilities are on the middle campus; and the lower campus includes the Robsham Theater, the Conte Forum, modular and apartment residences as well as recreational and parking facilities.

The Newton campus is situated one and one-half miles from the Chestnut Hill campus. The Law School is located on this easily accessible 40-acre tract which also contains undergraduate classrooms, dormitories, athletic areas and student service facilities.

POLICY OF NON-DISCRIMINATION

Boston College is an academic community whose doors are open to all students without regard to race, religion, age, sex, marital or parental status, national origin, veteran status, or disability. The Director of Affirmative Action has been designated to coordinate the College's efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws. Any applicant for admission or employment, as well as any student, member of the faculty and all employees are welcome to raise questions regarding violation of this policy with Barbara Marshall, Office of Affirmative Action, More Hall 315, x2947. In addition, any person who believes that an act of discrimination based upon sex has occurred at Boston College, may raise those issues with the Assistant Secretary for Civil Rights of the United States Department of Education.

Boston College has designated the Director of Affirmative Action as the person responsible for coordinating its efforts to comply with Section 504 of the Rehabilitation Act of 1973 (prohibiting discrimination against individuals with disabilities in employment) and Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of sex.

CONFIDENTIALITY OF STUDENT RECORDS

As a matter of necessity, Boston College continuously records a large number of specific items relating to its students. This information is necessary to support its educational programs as well as to administer housing, athletics and extracurricular programs. The College also maintains certain records such as employment, financial and accounting information for its own use and to comply with state and federal regulations. Boston College has committed itself to protect the privacy rights of its students and to maintain the confidentiality of its records. In addition, the College endorses and complies with the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), a federal statute which requires that students be permitted to review records in their files and offers them the possibility of correcting errors which they may discover. Students or others seeking more complete information regarding their specific rights and responsibilities of the University will find copies of the Family Educational Rights and Privacy Act of 1974 and the rules and regulations for compliance with the Act on file in the University Library or in the Office of University Policies and Procedures in More Hall.

Certain personally identifiable information from a student's education record,

designated by Boston College as directory information, may be released without the student's prior consent. This information includes name, term and home address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended, and other similar information. Unless advised to the contrary, the College will release student telephone numbers and verify only all other directory information. A student who so wishes has the absolute right to prevent release of this information. In order to do so, the student must complete a form requesting nondisclosure of directory information, which is available in the Registrar's Office. All non-directory information is considered confidential and will not be released to outside inquiries without the express written consent of the student.

TUITION AND FEES

Please see tuition and fee chart.

All tuition and fees are due in full at the time of registration in the Graduate School of Arts and Sciences, the Graduate School of Social Work, and in the Graduate School of Management. The tuition in the Law School is due semi-annually by August 15, 1993 and by December 15, 1993. There is a \$100.00 late payment fee for payments received after the due dates listed above. In severe cases, Law students whose accounts are not resolved by the due dates may be withdrawn from the University.

There will be absolutely no late registration allowed after November 5, 1993 for first semester and April 8, 1994 for second semester.

MASSACHUSETTS MEDICAL INSURANCE

Massachusetts State Law has mandated that all students taking at least 75 percent of full-time credit hours must be covered by medical insurance providing a specified minimum coverage. Graduate students in the schools of Social Work and Management who register for 9 or more credits are considered 75 percent of full-time. Graduate Arts and Sciences students who register for 6 or more credits are considered 75 percent of full-time. Boston College will offer these students the option of participating in the plan offered at the University, or submitting a waiver form. The waiver must include specific insurance information on the comparable insurance plan covering the student. Waivers will be mailed to all students and are available upon request at the Student Account Office. The waiver must be returned by October 11, 1993 for the fall semester and by February 14, 1994 for spring semester. Students who do **not** submit a waiver by the due dates above will automatically be enrolled in the BC plan and charged by the University for the required Massachusetts Medical Insurance.

Students registering for less than 75 percent of a full-time course load who wish to enroll in the insurance plan *must* be in a degree-granting program. Such students enroll directly with the

insurance company using the part time enrollment form available at both the Boston College Health Services department in Cushing Hall or at Walter W. Sussenguth and Associates. The coverage becomes effective upon receipt of the application and payment by the insurer.

CHECK CASHING

Students presenting a valid Boston College ID may cash checks (\$50 limit) at the Cashier's Office, More Hall, Monday-Friday, 9:00 a.m. - 4:00 p.m. There is a 50¢ service charge. Returned checks will be fined in the following manner:

- First three checks returned: \$15.00 per check
- All additional checks: \$25.00 per check
- Any check in excess of \$2,000.00: \$50.00 per check
- Check cashing privileges are revoked after the third returned check.

WITHDRAWALS AND REFUNDS

Fees are not refundable.

Graduate tuition is cancelled subject to the following conditions:

1. Notice of withdrawal must be made *in writing* to: University Registrar, Boston College, Lyons 101, Chestnut Hill, Massachusetts 02167
2. The date of receipt of written notice of withdrawal by the University Registrar determines the amount of tuition cancelled.
3. The cancellation schedule shown below will apply to students withdrawing voluntarily, as well as to students who are dismissed from the University for academic or disciplinary reasons.

Refund Schedule for Graduate Arts and Sciences, Graduate School of Management, and Graduate School of Social Work

Graduate students (except Law students) withdrawing by the following dates will receive the tuition refund indicated below.

First Semester

by Sept. 10, 1993: 100% of tuition charged is cancelled
by Sept. 17, 1993: 80% of tuition charged is cancelled
by Sept. 24, 1993: 60% of tuition charged is cancelled
by Oct. 1, 1993: 40% of tuition charged is cancelled
by Oct. 8, 1993: 20% of tuition charged is cancelled

Second Semester

by Jan. 21, 1994: 100% of tuition charged is cancelled
by Jan. 28, 1994: 80% of tuition charged is cancelled
by Feb. 4, 1994: 60% of tuition charged is cancelled
by Feb. 11, 1994: 40% of tuition charged is cancelled
by Feb. 18, 1994: 20% of tuition charged is cancelled
No cancellations are made after the 5th week of classes.

Refund Schedule for Law Students

Law students who withdraw by September 3, 1993, for the first semester, and by January 14, 1994, for the second semester, will have a 100 percent of their tuition charges cancelled. Beginning with the 80 percent cancellation, Law students are subject to the refund schedule outlined above.

If a student does not wish to leave any resulting credit balance on his or her account for subsequent use, he or she should request, in writing or in person, that the Student Account Office issue a refund.

Federal regulations establish procedural guidelines applicable to the treatment of refunds whenever the student has been the recipient of financial assistance through any program authorized under Title IV of the Higher Education Act of 1965. These guidelines pertain to the Federal Perkins, the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, the Federal College Work-Study, and the Federal Stafford Loan. In such cases, the regulations require that a portion of any refund be returned to the Title IV Program. Further, if a student withdraws, the institution must determine if any cash disbursements of Title IV funds, made directly to the student by the institution for non-instructional purposes, is an overpayment that must be repaid to the Title IV program. University policy developed to comply with the regulations at Boston College will be available upon request from the Financial Aid Office.

FINANCIAL AID

Boston College offers a variety of assistance programs to help students finance their education. Graduate students may apply for financial assistance from both the University Financial Aid Office and the academic department to which they are applying.

The Financial Aid Office administers federal financial aid programs which include Federal Stafford Loans (formerly Guaranteed Student Loan), Federal Perkins Loans, and Federal College Work-Study. Students who wish to be considered for financial aid from one or more of these sources, must complete and file the following documents:

1. The Boston College Graduate Financial Aid Application
2. The Free Application for Federal Student Aid (FAFSA)
3. A signed copy of student's most recent federal tax return
4. Financial Aid Transcripts from prior schools.

The above forms generally become available in the Financial Aid Office (Lyons 201) each December for the following academic year. Students must apply for financial aid each year. See the Boston College Graduate Financial Aid Application for proper filing dates and deadlines.

Students may also apply for financial aid through their academic departments. Institutional policy requires that all graduate students who receive financial assistance through their departments complete a Free Application for Federal Student Aid (FAFSA) and return it to the Financial Aid Office, Lyons Hall 201. No other financial documents are required. The information required on the FAFSA will not affect the student's eligibility for departmental assistance. Those students who are requesting financial aid from *both* the University Financial Aid Office and their department, must complete a full financial aid application (the four documents listed above). See the Graduate Arts and Sciences section of this Catalog for more information about departmental financial aid.

Need is defined as the difference between the total education-related expenses of attending Boston College and the calculated ability of the

TUITION AND FEES FOR 1993-94 ACADEMIC YEAR

Graduate School of Arts and Sciences**

Tuition per semester hour	\$470.00
Auditor's fee†—per semester hour	235.00

Carroll School of Management, Graduate Division**

Tuition per semester hour	538.00
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Graduate School of Social Work**

Tuition	13,970.00
Tuition per semester hour, M.S.W.	378.00
Tuition per semester hour, D.S.W.	434.00

Law School**

Tuition	17,720.00
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**Students cross-registering in graduate programs pay tuition rates of the school in which they are enrolled.

†Audits are considered fees and are *not* refundable. Students changing from credit to audit receive no refund.

GRADUATE GENERAL FEES*

• Acceptance Deposit

Grad A&S (Department of Education only)	100.00
Grad SOM—part-time	200.00
Grad SOM—full-time	400.00
Law School†	200.00
Social Work—preliminary^	100.00

†Initial deposit due by April 15 with an additional \$400.00 due by June 1.

^Within two weeks of acceptance; an additional \$200.00 due by July 15.

• Activity fee—per semester

7 credits or more per semester	22.00
6 credits per semester	12.00

• Application fee (non-refundable)

Grad A&S	40.00
Grad SOM	45.00
Social Work	40.00
Law School	50.00

• Certificates, Transcripts

.....	2.00
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• Doctoral Comprehensive Fee (per semester)

.....	27.00
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• Continuation fee (per semester—Ph.D. or D.Ed. Cand.)

.....	470.00
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• Master's Thesis Direction

.....	470.00
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• Laboratory fee (per semester)

.....	35.00-200.00
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• Late Payment fee

.....	100.00
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• Late Registration

.....	45.00
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• Mass. Medical Insurance—per year

.....	550.00
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(230.00 first semester; 320.00 second semester)

• Microfilm and binding

Doctoral thesis	90.00
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Master's thesis	70.00
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Copyright fee (optional)	35.00
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• Nursing Laboratory fee

.....	150.00
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• Readmission fee

.....	40.00
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• Registration fee (per semester, non-refundable)

.....	15.00
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• Student Identification Card

.....	15.00
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*Fees are proposed and subject to change.

†Students who register for courses totaling fewer than 6 credits per semester or who are in off-campus satellite

programs or out-of-state teaching practice are exempt from the activity fee.

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges

within the University whenever such action is deemed necessary.

student to contribute toward these expenses. Students with the greatest financial need are given preference for most financial aid programs, and thus tend to receive larger financial aid awards. The University's estimate of a student's financial need is based on an analysis of the information supplied on the FAFSA, the Boston College Graduate Financial Aid Application, and the tax return. A financial aid award or package will com-

bine funds from various sources of assistance. These sources may include institutional, federal or state funds and can be in the form of grant, loan or work. Students are expected to comply with all regulations governing the program(s) from which they receive assistance.

Several assumptions are made in determining a student's financial aid award. The student is primarily responsible for paying college expenses.

FINANCIAL AID PROGRAMS

UNIVERSITY FELLOWSHIPS AND ACADEMIC GRANTS

- **Eligible:** Graduate students enrolled in a degree program.
- **Funding source:** Boston College funds, awarded by department.
- **Description:** see Financial Aid "Academic Grants," in the Graduate Arts and Science sections of this Catalog.

FEDERAL PERKINS LOAN* (FORMERLY NATIONAL DIRECT STUDENT LOAN)

- **Eligible:** Graduate students enrolled at least half-time in a degree program.
- **Funding source:** Federal funds and collections from previous borrowers; awarded by the Boston College Financial Aid Office.
- **Description:** Interest free while in school. Repayment at 5% begins nine months after leaving school.

FEDERAL STAFFORD LOAN (FORMERLY GUARANTEED STUDENT LOAN)*

- **Eligible:** Students enrolled on at least a half-time basis.
- **Funding source:** Commercial lenders (banks, credit unions, savings & loan associations). Applied for through the Boston College Financial Aid Office.
- **Description:** A federally-guaranteed loan program that is interest-free while the student is in school. Students may borrow up to \$8,500 per year depending on eligibility. Repayment begins six months after leaving school. Contact the Financial Aid Office for interest rate information.

FEDERAL COLLEGE WORK-STUDY PROGRAM (CWSP)*

- **Eligible:** Students enrolled at least half-time in a degree program.
- **Funding source:** Federally-funded; awarded by the Boston College Financial Aid Office.
- **Description:** An employment program that provides on and off campus employment opportunities. Both summer and academic year jobs are available to qualifying students.

FEDERAL SUPPLEMENTAL LOANS FOR STUDENTS (SLS)*

- **Eligible:** Students enrolled on at least a half-time basis.
- **Funding source:** Commercial lenders (banks, credit unions, savings and loan associations). Applied for through the Boston College Financial Aid Office.
- **Description:** A federally guaranteed loan program. Students may borrow up to \$10,000 per year. Interest accrues during the in-school period but may be deferred with the principle. The interest rate is variable, and is set by the Federal government each July. The interest rate can never exceed 11% (12% for repeat borrowers).

GRADUATE EDUCATION LOAN

- **Eligible:** Students enrolled at least half-time in a degree program.
- **Funding source:** Boston College and Massachusetts Educational Financing Authority.
- **Description:** Up to 100% of total educational cost. Principal and interest can be deferred. You must have good credit to receive this loan, and a coapplicant is required.

ALTERNATIVE FINANCING PROGRAMS

- **Eligible:** Students and their families.
- **Funding source:** Commercial lenders (banks, credit unions, savings & loan associations, etc.).
- **Description:** There are a number of alternative financing programs available. You must have good credit in order to receive these loans. Students and their families should contact the Boston College Financial Aid Office for additional information.

*complete Boston College Financial Aid Application required.

All students are expected to borrow a Federal Stafford Loan to the maximum eligibility as determined by the Financial Aid Office. Students are also expected to work on a limited basis (10-20 hours per week) during the academic year. Additionally, it is assumed that each student will work during the summer months and save toward educational expenses.

All financial resources are limited. Boston College utilizes these limited resources in such a way that the greatest number of students

will benefit. Therefore, total financial assistance received by a student cannot exceed total need. In the event that a student receives other, "outside" assistance after Boston College has awarded aid, the student is required to report this assistance to the Financial Aid Office, and the University may be required to adjust the offered aid. But it is Boston College policy that the student will receive primary benefit from any outside award. Thus, an outside award will be used first to reduce unmet financial need, and second to reduce the self-help component (loan or work) of a financial aid award.

It is the responsibility of students to know and comply with all requirements and regulations of the financial aid programs in which they participate. Financial aid awards may be reduced or cancelled if the requirements of an award program are not met. Students receiving a Federal Perkins Loan (formerly National Direct Student Loan) are expected to accept responsibility for the promissory note and all other agreements that they are required to sign. Students must comply with all Federal College Work-Study dates and deadlines. A student's work-study award will be cancelled if he or she has failed to secure a job and return the completed Hire Form by October 1.

All financial aid awards are made under the assumption that the student's status (full-time, half-time) has not changed. Any change in the student's status must be reported to the Financial Aid Office, as it can affect the financial aid award. In addition, all financial aid applicants must maintain satisfactory progress in their course of study. Satisfactory academic progress is defined by the dean of each school at Boston College. If a student is not maintaining satisfactory academic progress, the student should consult with his or her dean to determine what steps must be taken to re-establish his or her status, and, thus, eligibility to receive financial aid. Please note: Special students are ineligible to receive federal financial aid.

Specific information on the various programs, conditions and procedures, and the various financial aid deadline dates, can be found in the Boston College Graduate Financial Aid Application, the Boston College Financial Aid Award Letter, and the Financial Aid Instruction Booklet. Students are expected to be familiar with the contents of these publications as well as all other materials or documents which may be distributed by the Boston College Financial Aid Office.

Financial aid recipients have the right to appeal their financial aid award. Before making an appeal, however, the student should understand that Boston College has already awarded the best financial aid package possible based on the information supplied. Therefore, any appeal made should be based on new information not already included in the student's original application material. An appeal should be made by letter to the student's financial aid counselor.

When applying for financial aid, the student has the right to ask:

- what the cost of attendance is, and the school policy on refunds for students who withdraw.
- what financial assistance is available, including information on all federal, state, local, private and institutional financial aid programs.
- what the procedures and deadlines are for submitting applications for each available financial aid program.
- what criteria the institution uses to select financial aid recipients.
- how the institution determines financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc. are considered in the student's bud-

get. It also includes what resources (such as parental contribution, other financial aid, student assets, etc.) are considered in the calculation of need.

- how much of the student's financial need, as determined by the institution, has been met.

Students also have the right to request an explanation of the amount and type of aid in their financial aid award package. Students receiving loans have the right to know what the interest rate is, the total amount that must be repaid, the length of time given to repay the loan, when repayment must commence, and any cancellation and deferment provisions that apply. Students offered a work-study job have the right to know what kind of job it is, what hours are expected, what the duties will be, what the rate of pay will be, and how and when they will be paid.

A student also has the responsibility to:

- pay special attention to his or her application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay the receipt of the financial aid package.
- provide all additional documentation, verification, corrections, and/or information requested by either the Financial Aid Office or the agency to which the application was submitted.
- read and understand all forms he or she is asked to sign, and keep copies of them.
- perform in a satisfactory manner the work that is agreed upon in accepting a Federal College Work-Study job.
- know and comply with the deadlines for applications or reapplications for financial aid.
- notify the lender of a loan (i.e., Federal Stafford Loan) of any changes in name, address or school status.

AHANA Student Programs

(African-American, Hispanic, Asian and Native American)

The goal of this office is to promote the optimal academic achievement of AHANA students at Boston College, especially those identified as being at an academic disadvantage. Among the services provided are tutorial assistance; academic advisement; individual and group counseling; tracking of academic performance; and career counseling. In addition to these services, the office assists AHANA student organizations in developing and implementing cultural programs.

Athletics

The objective of the Boston College Athletic Association is to provide members of the entire university community with the opportunity to participate in, at the involvement level of one's choice, a program of physical activity which complements their spiritual, academic, cultural and social growth.

To meet the needs of a diverse community, the Athletic Association offers activities at five levels: unstructured recreation, instruction, organized intramural sports,

club sports and intercollegiate competition in 32 varsity sports for men and women.

Career Center

The Career Center provides comprehensive resources and information concerning all aspects of career planning and job hunting. Its services are available to graduate and undergraduate students in all schools and concentrations, as well as to alumni.

The Center's Career Resource Library contains books, files, and videotapes, as well as an easy-to-use computerized career guidance system which provides interest and skills assessment, as well as a descriptive information about more than 400 careers.

The Career Information Network, composed of more than 1,000 alumni volunteers who host students in their workplaces, provides an opportunity to hear on-the-job realities from a large variety of career fields.

Students wishing to integrate course work with practical work experience can participate in the Boston College Internship Program, located in the basement of the Center.

For the job hunter, the Career Center provides group and individual assistance in resume writing, interview preparation, and job hunting strategies; an on-campus recruiting program; current job listings; and a credentials service.

Graduate students are encouraged to visit the Career Center at 38 Commonwealth Avenue, where they can pick up the Center's monthly publications. The Career Center is open on Monday evenings until 7:30 p.m. during the academic year for the convenience of graduate students and alumni.

Chaplains

The Chaplains Office strives to deepen the faith of Boston College students by offering opportunities to discover, grow in, express and celebrate the religious dimensions of their lives in personally relevant ways. In addition, it works to foster justice by developing social awareness and to build a sense of community as a Christian value in the whole University. Offices are located in McElroy Commons, Room 215, x3475.

Dean for Student Development

The Office of the Dean for Student Development coordinates the planning, implementation and evaluation of programs and services promoting student development. This includes overseeing student clubs and organizations, programming, judicial affairs, alcohol and drug education, off-campus and commuting student affairs, and international student services. The Dean and assistants are also responsible for coordinating policies and procedures concerning student conduct and discipline, the judicial process, and the Administrator-On-Call program.

Dining Services

The University offers service in five dining area locations for resident students with a complete and nutritionally-balanced menu: McElroy Commons, Eagles Nest and Lyons Hall on Middle Campus, Stuart Hall on Newton Campus, and Walsh Cafeteria on Lower Campus. In addition students can use their Meal Plan in the Golden Lantern Restaurant, Grocery conve-

nience stores, The Club, the Cafe, and the concessions at Conte Forum.

The Meal Plan is mandatory for resident students living in Upper Campus, Newton Campus, Walsh Hall, 66 Comm. Ave., new dorms A and B and Greycliff dormitories. The cost of the full Meal Plan for 1993-94 is \$1,510.00 per semester or \$3,020.00 per year.

Optional meal plans are available to all other students living in on/off campus apartments, or to commuters. Rates for these plans vary.

Further information can be obtained by contacting the University Meal Plan Office, 552-3533 or x3533, Lyons Hall 1B. A dietician is available to those students with special dietary needs or restrictions, by calling 552-3178 or x3178.

Disabled Student Services

Disabled students applying to Boston College are strongly encouraged to make their disability known voluntarily to the Admissions Office of the School to which they are applying on the appropriate section of the application form. This information will not affect the decision on admission; rather, it will give the University the opportunity to offer specific assistance and support through programs and services provided by different departments on campus.

For more information regarding building and program accessibility for students with physical disabilities, contact John Hennessy, Coordinator of Services for Physically Challenged Students, Gasson Hall 108, 617-552-3310. For more information regarding services for students with learning disabilities, contact Dr. Kathleen Duggan, Coordinator of Academic Support Services for Learning Disabled Students, Academic Development Center, O'Neill Library, (617) 552-8055.

Graduate Student Association

The Graduate Student Association (GSA) is a representative body of graduate students from Arts and Sciences, the School of Social Work, and the Carroll School of Management. Graduate students in some of the schools and departments have their own association or student collective, but the GSA serves as the university-wide graduate student organization.

Most importantly, the GSA assumes the role of advocate, presenting to the administration the issues that most concern Boston College graduate students. The GSA nominates graduate students to sit on University committees, including committees on academic affairs, graduate student housing, the new campus center, educational policy, the library and parking.

Graduate departments from the Department of Education, Carroll School of Management, and School of Social Work elect a representative(s) to the GSA Council. This council works closely with the GSA staff to strengthen the collective voice of graduate students in matters concerning their welfare on campus. At present there are over thirty representatives on the Council.

The GSA sponsors numerous social, cultural, and educational events for graduate students. The

GSA also issues small grants to help graduate students present research papers at academic conferences. The GSA publishes a graduate student newspaper, *The Graduate Exchange*, that keeps people informed of GSA events, as well as providing graduate students with information about university actions or activities which are of interest. The GSA also publishes a weekly listing of graduate student activities in *The Bulletin*. At the beginning of each year the GSA sponsors an orientation program for all graduate students. During the academic year the GSA holds the weekly Attitude Adjustment Hour (AAH), a time to relax and socialize with graduate students from other departments.

The GSA maintains an office in Hovey House, where weekly council meetings are held from 11:45-1:00 p.m. on Thursdays; meetings are open to all graduate students. Last year the GSA set up The Graduate Student Lounge at Hovey House, with a pool table, dart board, and television.

The GSA is funded through the student activity fee (see Tuition and Fees, page 7).

Health Services

The primary goal of University Health Services is to provide confidential medical/nursing care and educational programs to safeguard the physical well-being and mental health of the student body. The Department has two units: a Clinic located in Cushing Hall on the Chestnut Hill Campus, and a 20-bed Infirmary located in Keyes House South on the Newton Campus. Emergency service is also provided.

Graduate students may receive on-campus medical care by signing up at the University Health Services Office in Cushing Hall, Room 119. The Health/Infirmary Fee will then be charged to their account.

The services include a walk-in clinic as well as medical, surgical, gynecological, orthopedic, nutrition, wart, physical therapy, allergy and immunization clinics. The In-Patient Infirmary is open 24 hours a day when school is in session.

The Health/Infirmary Fee for medical care on campus is not a substitute for a health insurance policy. Massachusetts law requires that all university students registered for 75 percent of a full-time course load be covered by an Accident and Sickness Insurance Policy so that protection may be assured in case of hospitalization or other costly outside medical services. (See Tuition and Fees section) Insurance information is available at University Health Services Office, Cushing Hall, Room 119.

Immunization

Massachusetts State Law requires all full-time graduate students born after 1956 to show evidence of satisfactory immunization against measles, mumps, rubella, tetanus, and diphtheria. Students who fail to provide adequate documentation of immunization will not be permitted to register and attend classes. The only exceptions are when immunizations conflict with personal religious belief or when a physician documents that immunizations should not be given because of pre-existing medical problems.

University Counseling Services (UCS)

UCS provides counseling and psychological services to the students of Boston College. The goal of UCS is to enable students to develop fully and to make the most of their educational experience. Services provided include individual counseling and psychotherapy, group counseling, consultation, evaluation and referral. Students wishing to make an appointment may contact a counselor in any one of the Counseling Offices on campus (Gasson 108, 552-3310; Fulton 201, 552-3927; Campion 301, 552-4210).

ACADEMIC REGULATIONS

Note: In addition to being familiar with the Academic Regulations listed below, students are expected to know the Academic Regulations of their school as printed on subsequent pages of this Catalog, or in the appropriate individual school's bulletin.

Academic Integrity

Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to a Dean for adjudication or for judgment by an Administrative Board, as the student shall request.

Academic Grievances

Any student who believes he or she has been treated unfairly in academic matters should consult with the Chairperson of the Graduate Program or the Dean to discuss the situation and/or to obtain information about relevant grievance procedures.

Grading

In each graduate course in which he or she registers for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, or F. In addition, students in the Law School may receive grades of C+, C-, and D. The high passing grade of A is awarded for course work which is distinguished. The ordinary passing grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is awarded for work which is unsatisfactory. For Law School students, the grades of C- and D may be awarded for work which is passing but unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. *Note:* Students should consult the Academic Regulations section of their own school, or the appropriate Bulletin, for academic standards which apply to their individual degree programs. (Field Instruction in the Graduate School of Social Work, for example, is graded on a Pass/Fail basis. A Pass/Fail option is available for a limited number of other courses, as stipulated by the School).

Incompletes and Deferred Grades

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course, may, with adequate reason and at the discretion of the faculty member, receive an I (Incomplete). Except for extraordinary cases, the grade of Incomplete (I) for any course shall not stand for more than 4 months. In extraordinary cases, the student may petition the appropriate Dean for an exception. The Graduate School of Social Work requires that any faculty member asked, and agreeing, to extend an Incomplete for more than 30 days after the original exam/paper deadline, submit a designated explanatory form to the office of the Dean. A G.S.S.W. student who fails to remove an Incomplete within the 30 days, or to secure the extension form from the respective faculty member, will receive an F for the course. A Law School student who fails to remove an Incomplete for any course prior to graduation will receive an F for the course.

Any Incomplete grade which is turned in to the Registrar's Office will remain an Incomplete until it is changed by a formal action of the faculty member involved.

A grade of "J" may be given for the first semester of certain year-long courses which are not graded until the end of the year.

Graduation

The University awards degrees in May, September and December of each year, although commencement ceremonies are held only in May. Students who have completed all requirements for the degree before a specific graduation date are eligible to receive the degree as of that date.

In order to ensure timely clearance for graduation, students should sign up for graduation in the Registrar's Office by the deadline for each graduation date which is published in the Academic Calendar at the end of this Catalog. University policy states that degree candidates must be registered in the semester in which they graduate.

Transcript of Record

A record of each student's academic work is prepared and maintained permanently by the Office of the University Registrar. For students in the Law School, Graduate School of Management, and Graduate School of Social Work, the transcript includes the final cumulative average; no cumulative average is presently maintained for students in Graduate Arts and Sciences.

Transcript requests must be submitted in writing to: **Transcript Requests**, Office of the Registrar, Lyons Hall 101, Boston College, Chestnut Hill, MA 02167.

Under normal conditions requests are processed within 72 hours of receipt. If rush service is required, a flat \$5.00 "rush fee" will be assessed in addition to the cost of each transcript (\$2.00 per copy). University policy prohibits the issuance of partial transcripts.

Transcript/Diploma Holds

Diplomas will not be issued, nor transcript requests honored, for any student with an outstanding financial obligation to the University. The same policy applies to any student who does not complete the required loan exit interview.

Student Absences for Religious Reasons

Any student who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which may have been missed because of such absence on any particular day. However, such makeup examination or work shall not create an unreasonable burden upon the University.

Withdrawal from a Course

Students who withdraw from a course after the registration, or confirmation of registration, period but before the last three weeks of class will have a "W" recorded in the grade column of their permanent record. Students will not be permitted to drop courses during the last three weeks of classes or during the exam period. Students who are still registered at this point will receive a final grade for the semester.

Withdrawal from Boston College

Students who wish to withdraw from Boston College in good standing are required to file a Withdrawal Form in the University Registrar's Office. In the case of students who are dismissed for academic or disciplinary reasons, the appropriate college administrator will complete this form.

Leave of Absence

Degree candidates seeking a leave of absence from Boston College are required to complete a Leave of Absence Form, available in the University Registrar's Office. All degree candidates must register each semester until the degree is completed. Degree candidates not wishing to register for a given semester must file the Leave of Absence Form with the University Registrar.

To assure reenrollment for a particular semester following a leave of absence, students must notify the University Registrar's Office and the Dean's Office of their individual school about their intention, at least six weeks in advance of the start of that semester. Students seeking reenrollment in the Graduate School of Social Work should refer to the School's readmission procedure in the Readmission section, below.

Readmission

Students who desire readmission will initiate the process in the University Registrar's Office, Lyons Hall. Applications for readmission should be made there, and the readmission fee paid, at least six weeks before the start of the semester in which the former students seek to resume study. NOTE: Students requesting readmission to

the Graduate School of Social Work must contact the Director of Social Work Admissions at least *one semester* before their intended return to insure appropriate class and field placement. The appropriate Dean's Office will make the decision on the readmission application, and the Registrar's Office will notify the former student about the action taken. The decision will be based on consideration of the best interests of both the student and the University.

SPECIAL PROGRAMS

Cross-Registration Program

The Consortium

Boston College graduate students may cross-register for graduate courses at Boston University, Brandeis University, or Tufts University. Students in the Graduate School of Management may not take courses at Brandeis University. Normally students cross-register for only one course a semester but may, with their advisor's permission, cross-register for more than one course. Students should be aware that the number of courses for which they may register is at the discretion of the host institution. Students should pick up the cross-registration petition in the Registrar's Office, Lyons 101. Tuition payments for cross-registration are made to Boston College. For further information please contact the Boston College Registrar's Office, 617-552-3300.

Study Abroad Programs

Boston College offers several opportunities for students in each of the graduate schools to study abroad. Developing Boston College exchange partnerships with international universities such as University College, Cork, Ireland, Sophia University, Tokyo, the University of Strasbourg, France and Nijmegen University, Holland offer study and research possibilities for BC graduate students.

Boston College/University of Amsterdam Academic Exchange

Boston College graduate students may participate in an exchange with the University of Amsterdam. The University of Amsterdam, the largest university in the Netherlands, offers liberal arts and professional courses, taught in English, that span many disciplines. Amsterdam is a very "European" city, where English is widely spoken.

- Contact: Dr. Marian St. Onge, Office of International Programs

Boston College/TU Dresden Exchange

Boston College graduate students may participate in an exchange with Technische Universität Dresden. TU Dresden offers courses in Germanic and European Studies and a program in the sciences. Dresden, the capital of Saxony, has a distinguished cultural and intellectual history.

- Contact: Dr. Marian St. Onge, Office of International Programs

Cuba/China: Comparative Social Policy Analysis (SW 813)

This three-credit course offers students in the Graduate School of Social Work an integrative cross-cultural exploration of national social policy issues on market and nonmarket social policy. The course includes a field experience of 15 days in Cuba (Havana, Matanzas, Hibacoa, Santiago, and Varadero), or three weeks in the People's Republic of China (Shanghai, Beijing, Turpan, Kashgar, Urumqui, the Taklamakan Desert, Lanzhou, Kunming, Xiang, Dunhuang, Chengdu). For more information, contact Demetrius Iatridis, Graduate School of Social Work.

St. Petersburg: Study/Research Program

This graduate-level academic program offered by the Department of Slavic and Eastern Languages is run in cooperation with the Institute of Russian Literature of the Russian Academy of Sciences, Russia's highest institution of literary research and learning. Through the program, participants live with private families for one or two full-semesters in one of the most cultured and beautiful Russian cities while attending lectures and seminars and pursuing individual research work.

Students pay tuition and program fee to Boston College before departure, receive full academic credit and a Russian transcript from the Russian Academy.

For more information contact Professor M.J. Connolly, Chairperson, Department of Slavic and Eastern Languages.

Louvain: European Experience-CSOM Graduate School

The Carroll Graduate School of Management and the departments of Economics, History and Political Science offer a three-week summer program in association with the Irish Institute for European Affairs in Louvain (Leuven), Belgium. There is a travel component consisting of corporate visits in Milan, Italy and Sophia-Antipolis, France.

- Students pay tuition and expenses to Boston College prior to departure in May.
- Contact: Dean Louis Corsini, Carroll Graduate School of Management

Hangzhou: Boston/Hangzhou Summer Internship Exchange

This program, which offers a six-week visit to Hangzhou, China (including a 4-week internship), is open to graduate students in Arts and Sciences and the Carroll School of Management.

For more information, contact Prof. Marian St. Onge, Office of International Programs.

London: Law School Spring Semester Abroad

The semester in London is designed to strengthen the curriculum of the Boston College Law School in the field of Comparative Law. The academic program consists of classes at King's College, London, and externships modelled on the clinical program currently offered at the Boston College Law School.

For more information, contact Prof. Cynthia Lichtenstein, Boston College Law School.

Madrid: ICADE Business School of the University of Comillas in Madrid

The Carroll School of Management maintains an international student exchange program with the ICADE Business School of the University of Comillas, in Madrid, Spain. MBA students selected to participate in the program spend the fall semester of their second year at the Madrid campus. They may also spend the preceding summer in Spain in an intensive language instruction program.

For more information, contact Dean Louis Corsini, Carroll Graduate School of Management.

Paris: Ecole Normale Supérieure

The Department of Romance Languages and Literatures maintains a one-year exchange program with the Ecole Normale Supérieure in Paris. A graduate student in French goes to Paris and a student from the Ecole Normale comes to Boston. The student from Boston College serves as an assistant at a high school in the greater Parisian area and may audit at no cost any courses given at the ENS. The student from the ENS serves as a part-time lecturer at Boston College, teaching a minimum of five courses over two semesters, and may also audit any Boston College course with the permission of the professor.

For more information, contact Prof. Ourida Mostefai, Romance Languages and Literatures department.

Strasbourg: Boston/Strasbourg Business Internship Exchange

This program, which offers a full-year exchange with the University of Strasbourg, France, is open to graduate students across the Arts and Sciences disciplines, and in the Carroll School of Management.

For more information, contact Prof. Marian St. Onge, Office of International Programs.

COURSE NUMBERS AND CODES

The alphabetic prefix of each course indicates the department or program offering the course.

(F: 3) or (S: 3)—Designates a 3-credit course that will be offered either in the fall or in the spring.

(F, S: 3)—Designates one course which will be offered in the fall and in the spring, but may be taken only once for 3 credits.

(F: 3-S: 3)—Designates a two-semester course that can be taken both semesters for a total of 6 credits.

Courses with no semester designation will not be offered in 1993-94 but are taught on a regular basis by the department.

GRADUATE SCHOOL OF ARTS AND SCIENCES

The Graduate School of Arts and Sciences offers programs of study leading to the degrees of Doctor of Philosophy (Ph.D.), Doctor of Education (D.Ed.), Master of Arts (M.A.), Master of Science (M.S.), Master of Education (M.Ed.), Master of Arts in Teaching (M.A.T.), Master of Science in Teaching (M.S.T.), and to a Certificate of Advanced Educational Specialization (C.A.E.S.), and a Certificate of Advanced Graduate Studies (C.A.G.S.) in English. The Graduate School also may admit as "Special Students" those not seeking a degree who are interested in pursuing course work for personal enrichment.



GENERAL INFORMATION

The Graduate Admissions Office, McGuinn Hall 221 is open from 8:45 a.m. to 4:45 p.m., Monday through Friday, to assist persons making preliminary inquiries. Application materials for U.S. citizens or for those who have official permanent U.S. resident status are included in the Graduate School *Bulletin*. The *Bulletin* may be obtained either from the department in which students hope to study or from the Graduate Admissions Office. All non-U.S. citizens should obtain their application materials from the Graduate Admissions Office as additional documents are required of them and additional information is provided for them.

The *Schedule of Courses and Registration Information for Graduate Students* booklets are published by the University Registrar prior to each semester's registration period. The International Student Office, the Office of the Dean for Student Development, and the Graduate Student Association Office provide non-academic services for students.

MASTER'S DEGREE PROGRAMS

Requirements for Degrees of Master of Arts, Master of Science, and Master of Education

Acceptance

Candidates for the Master's degree must generally be graduates of an accredited college with 18 semester hours of upper division work in the proposed area of study. In case of deficiencies, prerequisites may be earned in the Graduate School by achieving a minimum grade of B in courses approved for this purpose. Where there is some doubt about a scholastic record, acceptance may be conditional. The candidate will then be evaluated by the department and recommended to the Dean for approval after the first semester of course work or after earning a minimum of 6 credits.

Course Credits

A minimum of 30 graduate credits is required for each Master's degree. No formal minor is required, but, with the approval of his or her major department, a student may take a limited number of credits in a closely related area. No more than 6 graduate credits will be accepted in transfer toward fulfillment of course requirements, as described more fully under "Transfer of Credit."

Language Requirement

The extent and nature of the language requirements are the responsibility of the department concerned. Consult the section for each department for language requirements.

Master's Comprehensive Examination

The candidate for a Master's degree must pass a departmental comprehensive examination which may be oral, written, or both, as determined by the department. Each candidate should consult his or her major department to learn the time and nature of the comprehensive examination. Registration for comprehensives will take place directly with the individual departments. Questions on the nature and exact date of examinations should be directed to the department chairperson or Graduate Program Director. The following grading scale is used: pass with distinction (PwD), pass (P), and fail (F). Generally, within two weeks, notification of examination results will be sent in writing to the Registrar's Office and the individual student. A candidate who fails the Master's Comprehensive Examination may take it only one more time. Students who have completed their course work should register for Master's Interim Study (888) each semester until they complete their comprehensive examinations. Only the registration fee and the activity fee are charged during this period. No credit is granted.

Thesis

Some programs require or allow the option of a thesis. It is the responsibility of the student to become familiar with the regu-

lations of his or her major department. A maximum of 6 credit hours, attained by registering for Thesis Seminar 801, is required for the thesis. The thesis is done under the supervision of a director and at least one other reader assigned by the department. Students who have completed 6 credits under Thesis Seminar but who have not finished their thesis must register for Thesis Direction 802, a non-credit course, each semester until the thesis is completed. A Graduation Form should be filed with the Registrar in accordance with the dates indicated in the academic calendar. Two typed copies of the thesis, one original and one clear copy, approved and signed by the director and reader, must be submitted to the Graduate School Office, accompanied by the proper binding and microfilm fee, no later than the date specified in the academic calendar.

The submitted thesis becomes the property of Boston College but the University does not limit the author's right to publish results.

Time Limit

The student is permitted *five consecutive years* from the date of acceptance into the program for completion of all requirements for the Master's degree. Extensions are permitted only with approval of the department concerned and of the Dean.

Leave of Absence

Students enrolled in a degree program who do not register for course work, Thesis Direction or for Master's Interim Study in any given semester must request a leave of absence for that semester. Leaves of absence are not normally granted for more than 2 semesters at a time. Students may obtain the Leave of Absence Form from the Registrar and submit this form to that office for the Dean's approval.

Leave time will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon initially between the student and the Dean. Students must file the readmission form with the Registrar's Office and pay the readmission fee at least 6 weeks prior to the semester in which they expect to re-enroll.

MASTER OF ARTS IN TEACHING (M.A.T.) AND MASTER OF SCIENCE IN TEACHING (M.S.T.)

Master's Programs in Teaching are available for those who are teaching or who wish to prepare to teach. Applicants must be accepted both by the subject department in which they wish to specialize and by the Department of Education. The M.S.T. and M.A.T. programs are pursued under one of the following plans:

- *Plan A*: combines graduate study with a teaching internship.
- *Plan B*: combines graduate study with a period of apprenticeship.
- *Plan C*: for an experienced teacher or graduate from a School of Education without teaching experience.

For additional information contact the Department of Education.

Students in the M.A.T. and M.S.T. programs must pass a comprehensive examination taken in two parts—one devoted to the subject matter field and the other to the field of Education. General requirements regarding credits, language, time limit, and courses for the Master's Programs described above are applicable to these degrees.

SPECIAL PROGRAMS

- Master of Arts in American Studies: See departments of History, English, and Political Science.
- Master of Arts in Biblical Studies: See department of Theology.
- Master of Arts in Irish Studies: See department of English.
- Master of Arts in Medieval Studies: See department of History.
- Master of Arts in Slavic Studies: See department of Slavic and Eastern Languages.
- Certificate of Advanced Specialization (C.A.E.S.): See department of Education and the Institute of Religious Education and Pastoral Ministry.
- Certificate of Advanced Graduate Studies (C.A.G.S.): See department of English.

The five-year time limit for completing a Master's Degree also applies to the C.A.E.S. and C.A.G.S. programs.

DOCTORAL DEGREE PROGRAMS

Requirements for the Degree of Doctor of Philosophy

The Ph.D. degree is granted only for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a dissertation based upon original research conspicuous for its scholarship.

The minimum requirement for the Ph.D. is that the doctoral student follow a unified and organized program of study. Additional information regarding specific programs of study at the doctoral level will be found in this Catalog under departmental listings. Detailed statements of requirements and procedures should be requested directly from the department in which the student has an interest.

Residence

The philosophy of the residence requirement is that a doctoral student should experience the total environment of the University. Residence for at least two consecutive semesters of one academic year, during which the student is registered as a full-time student at the University, is required. A plan of studies which meets this requirement must be arranged by the student with the department. Registration in two courses per semester is considered to fulfill the residency requirement for students holding full-year fellowships and assistantships. The residence requirement may not be satisfied, in whole or in part, by summer session attendance.

Language Requirement

Each department shall decide the extent and nature of the language requirement for its students.

Preparing for Comprehensives

Students frequently spend one or two semesters preparing for comprehensive examinations following the completion of their course requirements. During this interim period students should register for Doctoral Comprehensives 998, for which only the registration fee and the activity fee are required. No credit is granted.

Comprehensive Examinations

Student eligibility for taking the doctoral comprehensive examination is determined by the department. Students should consult with their department about the nature of this examination and time of administration. Departments use the following grading scale: pass with distinction (PwD), pass (P), and fail (F); one of these three grades will be recorded on the student's transcript. Generally, within two weeks, the department will send the results in writing to the Registrar's Office and to the individual student. A student who fails the doctoral comprehensive examination may take it once again not sooner than the following semester and at a time designated by the department. In case of a second failure, no further attempt is allowed.

Admission to Candidacy

A student attains the status of a *doctoral candidate* by passing the doctoral comprehensive examination and by satisfying all departmental requirements except the dissertation. Doctoral candidates are required to register each semester and to pay a doctoral continuation fee until completion of the dissertation.

Dissertation

Each doctoral candidate is required to complete a dissertation which embodies original and independent research and which demonstrates advanced scholarly achievement. The subject of the dissertation must be approved by the major department and the research performed under the direction of a faculty advisor. The manuscript must be prepared according to style requirements of the departments, and of the Graduate School of Arts and Sciences.

Acceptance of the Dissertation

As soon as possible after a student's admission to candidacy, a dissertation committee will be appointed by the Dean to judge the substantial merit of the dissertation. The dissertation committee shall include the major faculty advisor as chairperson and at least two additional members of the graduate faculty as readers.

The dissertation shall be defended by the candidate in a public oral examination.

Official approval of the dissertation by the dissertation committee is required. Committee members certify their acceptance by signing the title page of the dissertation. Two signed copies of the dissertation, one original and one clear copy, should be filed in the Graduate School of Arts and Sciences Office. The submitted dissertation becomes the property of Boston College, but the University does not

limit the author's right to publish the results.

Dissertation Publication

Doctoral candidates should report to the Graduate School Office by the middle of the semester in which they plan to graduate for detailed instructions concerning dissertation publication requirements and commencement procedures.

Time Limit

All requirements for the Doctoral degree must be completed within *eight consecutive years* from the beginning of doctoral studies. Extensions beyond this limit may be made only with departmental recommendation and the approval of the Dean.

Leaves of Absence

The conditions for leaves of absence and readmission as noted for the Master's Program are also applicable to the Doctoral Program. Leaves of absence for students on Doctoral Continuation are rarely granted.

INTERDISCIPLINARY DOCTORAL PROGRAM

Where departmental doctoral programs are unable to satisfy the interests of the student, an interdisciplinary doctoral program remains a possibility. A student interested in exploring such a possibility should first make an inquiry to the Graduate School Office.

SPECIAL STUDENTS (NON-DEGREE)

Students not seeking a degree, but interested in pursuing course work at the graduate level, may apply for admission as special students. Many individuals enter a department of the Graduate School as special students—either to explore the seriousness of their interest in studying for an advanced degree or to strengthen their credentials for possible later application for degree study. Others are simply interested in taking graduate course work for interest's sake or for other purposes. Admission as a special student does not guarantee subsequent admission for degree candidacy. Individuals who are admitted as special students and who subsequently wish to apply for admission as degree candidates must file additional application documents and be accepted for degree study. The number of credits one has earned as a special student that may be applied toward the requirements of a degree is determined by the appropriate Department in concert with Graduate School regulations.

Those admitted as Special Students may take courses only in the Department that has recommended their admission. Permission to continue to take courses as a Special Student beyond the semester for which admission was originally gained must be obtained from the admitting Department's Graduate Program Director. While required, gaining such permission is not considered to be the same as an origi-

nal application for admission; consequently, a second application fee is not required.

ADMISSION

Eligibility and Application Information

The Boston College Graduate School of Arts and Sciences is an academic community whose doors are open to all students without regard to race, religion, age, sex, marital or parental status, national origin or handicap. Opportunities and experiences are offered to all students on an equal basis and in such a way as to recognize and appreciate their individual and cultural differences.

Applicants for admission to the Graduate School ordinarily must possess at least a bachelor's degree from an accredited institution and give evidence of the ability and preparation necessary for the satisfactory pursuit of graduate studies. This evidence consists primarily, but not exclusively, in the distribution of undergraduate courses and the grades received in them. Consult the appropriate departmental descriptions for additional specific requirements.

Individuals lacking a bachelor's degree generally are not admitted to Graduate School classes. In order to attend graduate classes, persons lacking the bachelor's degree should apply for authorization either through the Dean of the Evening College of Arts and Sciences and Business Administration or, in the case of Boston College undergraduates, through their appropriate dean and with the approval of the chairperson of the given department. Such students will receive only undergraduate credit for the course taken in the Graduate School, and the course credit will be entered only on their undergraduate record. For regulations governing the simultaneous Master's/Bachelor's degree, one should consult his or her own undergraduate dean.

The Graduate School accepts two classes of applicants: Degree students (degree-seeking) and Special students (non-degree-seeking).

A completed application to the Graduate School includes forms that provide biographical information, official transcripts, and references. All of these documents will be found in the *Graduate School of Arts and Sciences Bulletin*, along with complete instructions for their submission. For possible additional required credentials, e.g. GRE scores etc., consult the requirements of the Department to which admission is being sought. *All application materials should be sent to the Graduate Admissions Office, McGuinn Hall 221.*

Applicants for Special Student status should consult the *Graduate Arts and Sciences Bulletin* regarding required application documents. *All application materials should be sent to the Graduate School Admissions Office, McGuinn Hall 221.*

Degree and Special students are not admitted officially until the completed application form with a positive Department recommendation has

GRADUATE SCHOOL PROGRAMS AND DEGREES

DEPARTMENT OF INSTRUCTION

	PH.D	D.ED.	M.A.	M.A.T.	M.S.	M.S.T.	M.ED.	C.A.E.S.	C.A.G.S.
American Studies			✓						
Biology	✓				✓	✓			
Chemistry	✓				✓	✓			
Classical Lang.			✓						
Economics	✓		✓						
Education	✓	✓	✓	✓		✓	✓	✓	
English	✓		✓	✓					✓
Geology/Geophysics					✓	✓			
History	✓		✓	✓					
Mathematics			✓			✓			
Nursing	✓				✓				
Philosophy	✓		✓						
Physics	✓				✓	✓			
Political Science	✓		✓						
Psychology	✓								
Religious Ed. & Pastoral Ministry	✓		✓				✓	✓	
Romance Lang.	✓		✓	✓					
Slovak & Eastern Lang.			✓						
Slavic Studies			✓						
Sociology	✓		✓						
Theology	✓		✓						
Irish Studies (English)			✓						
Biblical Studies (Theology)			✓						
Medieval Studies (History)	✓		✓						

been approved by the Director of Graduate Admissions. Admission should not be presumed without receipt of official notification from the Director.

Degree-seeking applicants should consult the department of specialization regarding the specific requirements for the various departmental Master's, C.A.E.S., C.A.G.S., and doctoral programs.

For the necessary application forms and information, *Domestic Students* (U.S. citizens and permanent resident non-U.S. citizens) should address their requests to the department of interest or to the Graduate Admissions Office.

Foreign Students (non-U.S. citizens who are not permanent U.S. residents) should address their requests to the Graduate School of Arts and Sciences, Admissions Office, McGuinn Hall 221.

If one's department of interest has requirements involving the Graduate Record Examination (GRE), Miller's Analogies Tests, etc., information regarding these tests may be obtained from: The Center for the Study of Testing, Evaluation and Educational Policy, Boston College, Chestnut Hill, Massachusetts 02167.

Information on the GRE tests also may be obtained from Educational Testing Service, Box 955, Princeton, New Jersey 08540 or Educational

Testing Service, 1947 Center Street, Berkeley, California 94794.

All documents submitted by applicants for admission become the property of the Graduate School and are not returnable. Applicants who are accepted by the Graduate School but do not register for course work at the indicated time will have their documents kept on file for twelve months after the date of submission. After that time, the documents will be destroyed and the applicants must provide new ones if they later decide to begin graduate study.

Procedure for Filing Applications

Domestic Students (U.S. citizens and other permanent residents of U.S.)

Domestic students applying for admission and financial aid should submit all application materials to the Graduate Admissions Office, McGuinn Hall 221.

Unless other dates are indicated by individual departments/divisions, the completed applications for admission should be on file by April 15 for June admissions, May 15 for September admissions and November 15 for January admissions. Earlier application is strongly encouraged from those hoping to receive Departmental financial aid.

Applicants are urged to utilize the Application Acknowledgment post card included in the Graduate School *Bulletin* to ensure the completeness of their application and to contact the department in which they plan to study or the Graduate School Admissions Office if they require additional information.

Foreign Students (non-U.S. citizens who are not permanent residents of U.S.)

Foreign students seeking admission should write to the Boston College Graduate School of Arts and Sciences requesting the International Student Application Forms.

Foreign students should send all their completed application materials to Graduate School of Arts and Sciences, Graduate Admissions Office, Boston College, Chestnut Hill, Massachusetts 02167, U.S.A.

They should NOT send these materials directly to the department or program concerned since this will only delay the processing of their applications.

All foreign student applicants for whom English is not the first language should plan to take the TOEFL (Test of English as a Foreign Language) Examination, and indicate that their score be forwarded to the Graduate School by The Educational Testing Service. Ordinarily, a minimum score of 550 on this examination is expected by the Graduate School for admission. Individual departments may require a higher score. Information about this examination can be obtained from the Educational Testing Service (see above for address).

Applications for admission which do NOT involve a request for financial aid should be received in the Graduate School Office by April 15 for September admission and by October 1 for January admission.

Applications for admission which DO involve a request for financial aid should be received in the Graduate School Office by February 15. No requests for financial aid will be considered for January admissions.

Acceptance

Announcements of acceptance or rejection are usually mailed on or about April 15 for September admissions but may vary by department. Decisions for January or June admission are made on a rolling basis. Decisions are made on the basis of departmental recommendations and the fulfillment of prerequisites. No student should presume admission until he or she has been notified officially of acceptance by the Director of Admissions of the Graduate School.

Registration

Students in the Graduate School of Arts and Sciences register for courses by mail. New and continuing degree students will be mailed registration material, including the *Registration Information for Graduate Students* booklet, approximately one month prior to the beginning of each semester. Consult the calendar at the back of this catalog for registration dates and deadlines for the 1993-94 academic year.

Before registration, all degree students should see their department advisor or

chairperson to discuss a program of study and obtain approval for courses. See the *Registration Information for Graduate Students* book for information on acceptable methods of payment.

Students registering by mail will receive a receipt as soon as the registration has been processed. For information on graduate tuition and fees refer to the "Graduate Tuition and Fees" section of this Catalog. In addition to the tuition cost, students must pay the registration fee and student activities fee each semester.

After registration, neither additional courses nor changes from audit to credit are permitted. Students may withdraw from a course or change from credit to audit up to three weeks prior to examinations and may receive partial tuition refund on withdrawals submitted during the three weeks following registration. Students changing from credit to audit receive no refund. See "Withdrawals and Refunds" section for specific refund dates.

ACADEMIC REGULATIONS

Academic Integrity

Students in the Boston College Graduate School of Arts and Sciences are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the Graduate School of Arts and Sciences. Cases involving academic integrity shall be referred to the Dean for adjudication.

Grades

In each graduate course in which he or she registers for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, F, W or I. The high passing grade of A is awarded for course work which is distinguished. The ordinary passing grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is awarded for work which is unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C in more than 10 or F in more than 8 semester hours of course work may be required to withdraw from the school.

Withdrawal from a Course

To withdraw from a course after registration, a graduate student should pick up a Course Withdrawal Form in the University Registrar's Office, Lyons 101. The student should obtain an authorizing signature from the Associate Dean of the Graduate School. After obtaining those authorizing signatures, the student is to return the form to the Registrar's Office.

For students who officially withdraw from a course during the registration period, no recording entry will appear on the permanent record. After the registration period but before the last three weeks of class, official withdrawal from a course will be recorded by "W" in the grade column of the permanent record. No student will be

permitted to drop a course during the last three weeks of classes or during the examination period. Students still registered in a course during this period will receive a final grade in the course. For specific dates, please refer to the refund schedule of this Catalog.

Incompletes

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course may, with adequate reason and at the discretion of the faculty member, receive an I (Incomplete). Except for extraordinary cases, the grade of Incomplete(s) shall not stand for more than four (4) months. A student's financial aid may be jeopardized if he or she has Incompletes of more than four months' standing.

Any Incomplete grade which is turned in to the Registrar's Office will remain an Incomplete until it is changed by a formal action of the faculty member involved.

Semester Examinations and Grade Reports

Seminars and teacher-training courses may or may not have a semester examination at the discretion of the instructor. Semester examinations are given in all other courses and students should consult the semester examination schedule posted outside the University Registrar's Office, Lyons 101. When examinations or classes are cancelled as a result of stormy weather, an announcement is made on the radio (WBZ, WHDH), or by recorded phone message (call 552-INFO), generally by noon. The scheduling of examinations thus cancelled is posted outside Lyons 101. Semester grade reports are mailed to all students who are in good standing.

Transcript Requests

Transcript requests should be addressed in writing to the University Registrar. The student should indicate his or her full name and should specify whether he or she is currently enrolled, on leave of absence, withdrawn, or graduated. A fee is charged for each transcript and must be enclosed with the request. The official transcript lists all courses for which the student has been registered in the Graduate School.

Change of Name and Address

Students are responsible for maintaining their current name and address on file in the Registrar's Office.

Transfer of Credit

Students who have completed one full semester of graduate work at Boston College may request transfer of not more than six graduate credits earned elsewhere. Only courses in which a student has received a grade of B or better, and which have not been applied to a prior degree, will be accepted. Credit received for courses completed more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer. Transfer of Credit forms, which are available in the University Registrar's Office, should be submitted, together with an official transcript, directly to the student's chairperson and Dean for approval. If approved, the transfer course and credit, but not a grade, will be recorded on the student's permanent record.

Graduate students who have been formally admitted to the Graduate School and who have earned credits in the Boston College Summer Session will have their grades automatically transferred to their permanent record unless the student requests otherwise.

GRADUATION

May Graduation

Graduate School degrees are awarded at the annual May commencement. Students who plan to graduate in May should file a Graduation Form in the Registrar's Office by the deadline stated in the Academic Calendar. For students who sign up for graduation but who for some reason, do not graduate on the anticipated date, the Registrar's Office will automatically move them up to the next scheduled graduation period. Those who finish degree requirements during the school year may request a Letter of Certification for the completion of their degree requirements.

Diplomas are distributed immediately following the completion of the commencement exercises. Diplomas will be mailed to students unable to attend commencement.

The name of a graduate will not appear on the official commencement list unless all financial and library accounts have been settled, nor will diploma or transcripts be awarded or issued where the fees have not been paid.

September and December Graduations

Graduate students who have completed all degree requirements by September 1 or December 30 are eligible to receive the degree as of those dates. The procedure is the same as for May graduation. As there are no commencement exercises in December or September, the names of those receiving degrees will be included in the program of the following May commencement.

FINANCIAL AID

Academic Awards

Stipends and scholarships are available to aid promising students in the pursuit of their studies, including: University Fellowships, Teaching Fellowships, Graduate Assistantships, Research Assistantships and Tuition Scholarships. Awards vary by discipline and can be as large as \$12,000 plus a full tuition scholarship. Individuals whose applications are complete will routinely be considered for financial aid by the Department in which they hope to study; no separate application is necessary. The scholastic requirements for obtaining these stipend awards or scholarship awards are necessarily more exacting than those for simply securing admission to the Graduate School.

University Fellowships

University Fellowships are available in some departments offering the Ph.D degree. These awards, which provide a stipend, and may include up to a full tuition scholarship, do not require specific services

Fellowships for American Minority Group Students

The Graduate School sponsors several Fellowships specifically for American minority group students. These are in addition to other Fellowship and Assistantship awards, carried tuition scholarships and stipends of up to \$11,000 for the 1992-93 academic year, and may increase slightly for the 1993-94 academic year. These fellowships do not require specific services. Interested students should write directly to the Director of Admissions and Financial Aid, Attention: Minority Student Fellowship Program for further particulars. All applicants, of course, are routinely considered for the various types of financial aid that are available in the Graduate School.

Teaching Fellowships

The Graduate School has available a limited number of Teaching Fellowships. These provide for a stipend which varies among departments. The Teaching Fellow, in addition to his or her program of studies, is normally responsible for six hours of teaching in the undergraduate colleges.

Graduate Assistantships

Assistantships are available in most departments. Generally, the Assistants in natural science departments assist in laboratory activities. In these and other departments the Assistants may be otherwise involved in the Academic activities of the department. The nature and number of hours involved are determined by the Department Chairperson.

Assistantships provide a stipend which varies among departments.

Research Assistantships

Research Assistantships are available in some departments. The stipends are similar but not uniform among the departments. Summer research opportunities are also available on some research projects. For further information, contact the Chairperson of the Department.

Tuition Scholarships

Tuition scholarships are awarded to a limited number of students based on academic achievement and promise. Tuition Scholarship support is available for American minority group students who are offered admission to Graduate Teacher Education Programs in the Department of Education, based on academic achievement and promise, and potential as a teacher in elementary and secondary schools. For further information, contact the Graduate Admissions Officer of the Department of Education.

Procedures for Financial Aid Recipients

Teaching Fellows and Assistants are full-time graduate students. Consequently, they may not accept any additional commitment of employment without prior consultation with and permission of the chairperson of the department and approval of the Dean of the Graduate School.

At the opening of each school year, or at whatever other time financial aid may be awarded, recipients must report to the Graduate Admissions Office to fill out personnel cards and tax information forms.

An aid recipient who relinquishes a Fellowship, Assistantship or a tuition scholarship must report this matter in writing to the Department Chairperson and to the Dean. These awards may be discontinued at any time during an academic year if either the academic performance or in-service assistance is of an unsatisfactory character. They may also be discontinued for conduct injurious to the reputation of the University.

Other Sources of Financial Aid

Students interested in other sources of financial aid, such as work-study funds and various loan programs, should inquire at the University Financial Aid Office where all such aid is administered. (Refer to the earlier section on "Financial Aid" in this Catalog and to the Graduate School Bulletin).

GRADUATE PROGRAMS AMERICAN STUDIES

FACULTY

The American Studies Faculty Caucus for 1993-94:

Professor Judith Smith, (Director), History

Professor Henry Blackwell, English

Professor Sherri Broder, History

Professor Andrew Buni, History

Professor Anne Fléche, English

Professor William Gamson, Sociology

Dean Carol Hurd Green, Arts and Sciences

Professor Stuart Hecht, Communication and Theater

Professor Jeffery Howe, Fine Arts

Professor Robert Kern, English

Professor Alan Lawson, History

Professor Seymour Leventman, Sociology

Professor Ramsey Liem, Psychology

Professor Suzanne Matson, English

Professor Karen Miller, History

Professor Thomas O'Connor, History

Professor Philip O'Leary, English

Professor Carol Petillo, History

Professor Richard Schrader, English

Professor Laura Tanner, English

Professor Cecil Tate, English

Professor James Wallace, English

Professor Christopher Wilson, English



American Studies at Boston College is an inter-departmental program leading to the Master of Arts degree. Cooperating departments include English, History, Political Science, and Fine Arts. Admission of any applicant will be determined by *both* the major department and the American Studies Committee.

The Program is designed to encourage an understanding of the American experience by bringing students to an integrated view of American culture. Candidates concentrate in a major department, while integrating the methods of interdisciplinary work developed in a colloquium in the literature and practice of American Studies, and two research seminars. In addition to these nine credits, the student is required to take twelve hours of graduate work in his or her major field, and nine in a field related to that major interest. At the end of a student's course of study, the Master's candidate undergoes an oral examination testing his or her ability to synthesize several areas of knowledge.

The Program also has several extracurricular dimensions. It has been a focal point for programs drawing upon the cultural resources of the Boston area.

Applicants are asked to acquire application materials from the department which will be their major field of concentration.

COURSE OFFERINGS

Students construct their program from Americanist offerings in cooperating departments, in addition to the two-course core sequence:

AS 724 Graduate Core Colloquium: An Introduction to the Literature of American Studies (F: 3)

The colloquium considers a wide range of readings that represent key avenues of approach to the interdisciplinary study of culture. Additional time will be spent examining the nature of the field of American Studies and its present state.

Judith Smith

AS 990 Graduate Core Seminar (S: 3)

Each year the American Studies Committee approves a seminar topic which provides the focus for interdisciplinary work. After several weeks of common reading within this topical area (e.g. American Culture in the 1920s), students pursue individual research topics of their own choosing. Normally, the topic serves as a research essay for the course. With the permission of the instructor, this course is open to all students in cooperating departments.

The seminar topic for spring 1994 will be Cultural Constructs of the Civil War: Interdisciplinary Perspectives, taught by James Wallace of the English Department. See description under EN 792.

Interested students may inquire about the Program by writing directly to Prof. Judith Smith, Director, American Studies Program, History Department, Boston College, Chestnut Hill, MA 02167.

B I O L O G Y

FACULTY

Maurice Liss, *Professor*; A.B., Harvard University; Ph.D., Tufts University School of Medicine

Thomas N. Seyfried, *Professor*; B.A., St. Francis College; M.S., Illinois State University; Ph.D., University of Illinois

Jolane Solomon, *Professor*; A.B., Hunter College; A.M., Ph.D., Radcliffe College

Anthony T. Annunziato, *Associate Professor*; B.S., Boston College; M.S., Ph.D., University of Massachusetts, Amherst

Grant W. Balkema, *Associate Professor*; B.S., Ph.D., Purdue University

William J. Brunken, *Associate Professor*; B.S., Long Island University; Ph.D., State University of New York, Stony Brook

Mary Kathleen Dunn, *Associate Professor*; B.A., University of Kansas; M.A., Michigan State University; Ph.D., University of North Carolina at Chapel Hill

James J. Gilroy, *Associate Professor*; B.S., University of Scranton; M.S., Catholic University; Ph.D., University of Maryland

Jonathan J. Goldthwaite, *Associate Professor*; B.S., University of Massachusetts, Amherst; Ph.D., University of California, Berkeley

Joseph A. Orlando, *Associate Professor*; B.S., Merrimack College; M.S., North Carolina State College; Ph.D., University of California, Berkeley

William H. Petri, *Associate Professor, Chairperson of the Department*; A.B., Ph.D., University of California, Berkeley

Donald J. Plocke, S.J., *Associate Professor*; B.S., Yale University; A.M., Boston College; Ph.D., Massachusetts Institute of Technology

R. Douglas Powers, *Associate Professor*; A.B., SUNY; Ph.D., Syracuse University

Allyn H. Rule, *Associate Professor*; B.S., Central Connecticut College; A.M., Ph.D., Boston University

Chester S. Stachow, *Associate Professor*; B.S., M.S., Ph.D., University of Manitoba

Thomas Chiles, *Assistant Professor*; B.S., Ph.D., University of Florida

Donna Maire Fekete, *Assistant Professor*; B.S. University of Vermont; Ph.D., Harvard University

Charles S. Hoffman, *Assistant Professor*; S.B., Massachusetts Institute of Technology; Ph.D., Tufts University

Robert J. Wolff, *Senior Lecturer*; B.A. Lafayette College, Ph.D., Tufts University.

PROGRAM DESCRIPTION

The Department of Biology offers courses leading to the degrees of Doctor of Philosophy and Master of Science, and cooperates with the Department of Education in the Master of Science in Teaching (M.S.T.) program.

Those seeking admission to the graduate program should have a strong background in biology, chemistry and mathematics with grades of B or better in these subjects. Deficiencies in preparation may be made up in the graduate school. Ph.D. students must include differential calculus and physical chemistry in their preparation; these may be taken during the course of graduate studies.

The Ph.D. program does not require a specific number of graduate credits; however, the Residence Requirements, as defined in the Graduate School of Arts and Sciences section of this Catalog, must be met.

Requirements: The minimum curriculum for Ph.D. students consists of three core courses in Advanced Biochemistry (BI 604), Genetics and Molecular Biology (BI 605), and Cell Biology and Physiology (BI 608); a Laboratory Orientation course (BI 611); two additional graduate level (500 or higher) biology courses of which one must be level 600 or higher; and 4 graduate seminars (800 or higher). All Ph.D. candidates are expected to have taken differential and integral calculus and physical chemistry either before or during their course of studies. The physical chemistry requirement may be satisfied by BI 515, Biophysical Chemistry. In addition, in order to advance to candidacy for the doctoral degree, the student must pass a Comprehensive Examination and defend a research proposal.

A minimum of 30 graduate credits is required for the Master's degree. For an M.S. in Biology this must include three core courses in Advanced Biochemistry (BI 604), Genetic and Molecular Biology (BI 605), and Cell Biology and Physiology (BI 608); a Laboratory Orientation course (BI 611); two additional graduate biology courses (500 or higher), and one seminar course (800 or higher). Both M.S. and Ph.D. degrees require the presentation and oral defense of a thesis based on original research conducted within the Department under the guidance of a faculty member.

M.S. and Ph.D. students are also expected to participate in the teaching of undergraduate courses during their course of studies. M.S.T. candidates are not required to follow a specific core curriculum, but with the advice and consent of their advisors take those courses that best satisfy their individual requirements. Contact the Department for more detailed information.

COURSE OFFERINGS

An asterisk (*) after the course title indicates that a course carries a laboratory fee. Courses numbered 500-599 are for undergraduate and graduate registration.

BI 506 Recombinant DNA Technology (F: 3)

This course will describe the theory and practice of recombinant DNA technology, and its application within molecular biology research. Topics will include the cloning of genes from various organisms, plasmid construction, transcriptional and translational gene fusions, nucleic acid probes, site-directed mutagenesis, polymerase chain reaction, and transgenic animals. The goal of the course is to make the research-oriented student aware of the wealth of experimental approaches available through this technology. Two lectures per week.

Charles S. Hoffman

BI 510 General Endocrinology (F: 3)

Prerequisite: Introductory Biology or permission of instructor **Suggested:** Organic Chemistry, Physiology

Many tissues (e.g., the brain, heart, kidney) as well as the "classical" endocrine organs (e.g., adrenal, thyroid) secrete hormones. The course is concerned with normal and clinical aspects of hormone action.

The effects of hormones (and neurohormones) on intermediary metabolism, somatic and skeletal growth, neural development and behavior, development of the gonads and sexual identity, mineral regulation and water balance, and mechanisms of hormone action will be considered. Two 90 minute lectures per week.

Jolane Solomon

BI 515 Biophysical Chemistry (F: 3)

Prerequisites: Biochemistry, Physics, Calculus

Lectures on the properties and functional interrelationships of proteins and nucleic acids with emphasis on the principal physicochemical techniques used for the study of macromolecules.

Donald J. Plocke, S.J.

BI 519 Fundamentals of Radiation Biology

(S: 3)

An introduction to the physical and biological concepts involved in the action of ionizing (and non-ionizing) radiations on biological systems. The basic principles of radiation detection systems and appropriate procedures for the use and handling of radionuclides are also covered.

Walter J. Fimian, Jr.

BI 533 Plant Improvement Strategies (S:3)

Prerequisite: BI 200-202 or equivalent

Interactive lectures and classroom discussions of research articles. Selected topics in the recent literature which illustrate the use of various rational experimental approaches toward the improvement of plant performance. Included will be a re-



view of some specific areas of biochemistry and physiology which provide the basis for construction of the rationale underlying the experiments.

Jonathan J. Goldthwaite

BI 538 Biology of Cell Cycle (F: 3)

Prerequisite: Permission of instructor

A study of growth and division of exponential, synchronous and selected cell cultures. DNA, RNA and protein synthesis in procaryotes and eucaryotes during the cycle will be discussed. Division controls will also be reviewed. *William D. Sullivan, S.J.*

BI 540 Immunology (F: 3)

Prerequisites: General Biology, Inorganic Chemistry or consent of instructor

This course emphasizes the biology of the immune response: cell-cell interactions, antibody synthesis and diversity, the immunoglobulins, evolution of self recognition vs. nonself (antigen), antigenicity, antibody-antigen reactions, immune protection, immune destruction, and problems in cancer and transplantation immunity. Two seventy-five minute lectures per week.

Allyn H. Rule

BI 548 Comparative Animal Physiology (S: 3)

This is a course about how animals function; and thus, stress will be laid on problems posed to animal survival by the environment in which they live and on the previous solutions to these problems that have been evolved by different animal groups, both vertebrate and invertebrate. The interplay of the fitness of the environment and the fitness of animals to survive in it will be explored.

The Department

BI 552 Developmental Neurobiology (S:3)

Prerequisite: BI 200-202 and BI 302 & 310 or BI 304 & 305 or permission of instructor

This course surveys the development of the vertebrate nervous system at the organismal, cellular and subcellular levels. Emphasis is placed upon the origin of neurons and glial cells and on their cell-surface interactions during development. The influence of hormones and gene mutation on nervous system development is also covered.

Thomas N. Seyfried

BI 554 Principles of Mammalian Physiology (F: 3)

Prerequisite: BI 310

A study of the fundamental principles and physicochemical mechanisms underlying cellular and organismal function. Mammalian organ systems will be studied, with emphasis on cardiovascular, respiratory and renal function and the endocrine regulation of metabolism.

The Department

BI 556 Developmental Biology (S: 3)

Prerequisites: BI 302 or BI 304 & BI 305 or permission of instructor

Developmental biology is in the midst of a far-reaching revolution that profoundly effects many related disciplines including evolutionary biology, morphology and genetics. The new tools and strategies of molecular biology have begun to link genetics and embryology and to reveal an incredible picture of how cells, tissues and organisms dif-

ferentiate and develop. The course describes how both organismal and molecular approaches are leading to a detailed understanding of 1) how it is that cells containing the same genetic complement can reproducibly develop into drastically different tissues and organs, and 2) what is the basis and role of pattern information in this process.

William H. Petri

R. Douglas Powers

BI 557 Topics in Developmental Biology (S:3)

A lecture course designed to introduce the student to selected, major areas of research in the field of developmental biology by drawing on the expertise of a number of the departmental faculty whose own research interests are in this area. *Offered occasionally as an alternative to BI 556 when staffing permits.*

The Department

BI 570 Biology of the Nucleus (F: 3)

Prerequisite: BI 302 (Principles of Genetic Analysis), or two semesters of Biochemistry (BI 435 plus BI 440; or CH 561 plus CH 562); or permission of the instructor.

This course provides an in-depth treatment of the molecular biology of DNA and RNA, with particular emphasis on the control and organization of the genetic material of eucaryotic organisms.

Next offered 1994-95.

Anthony T. Annunziato

BI 604 Advanced Biochemistry (F: 3)

Topics will include structure and function of nucleic acids and proteins; carbohydrates, the bioenergetics of metabolism, and the integration and control of metabolic processes; biochemistry of information transfer, including DNA replication, transcription and translation.

Anthony T. Annunziato

Maurice Liss

Chester S. Stachow

BI 605 Genetics and Molecular Biology (F: 3)

This course will cover basic genetic mechanisms, a study of gene fine structure and a variety of cellular strategies for the control of gene expression. Special emphasis will be placed on the use of modern technology to approach current questions in molecular biology.

M. Kathleen Dunn

Charles S. Hoffman

William H. Petri

BI 608 Cell Biology and Physiology (S: 3)

This course includes topics in membrane physiology and cell motility, cellular anatomy and organelle function, intercellular connection and communications, targeting mechanisms for proper intracellular compartmentalization. Related topics in immunology will also be addressed.

Maurice Liss

Joseph A. Orlando

R. Douglas Powers

BI 611 Department Research and Laboratory Orientation (F: 1) *

This course will introduce new graduate students to department research programs and facilities. Required of first-year M.S. and Ph.D. students.

The Department

BI 654 Developmental Genetics (F: 3)

Prerequisites: BI 300 and 456, or permission of instructor

A review of the major questions in developmental biology with a consideration of the necessity for genetic analysis to answer those questions. *Not offered 1993-94.*

William H. Petri

BI 681 Graduate Neurobiology (S: 3)

This is a discussion-based course. Students will be required to attend BI 481 lectures and one additional weekly meeting of 2 hours to discuss critical papers in the field. The discussion time will be by arrangement. All students interested in the neurosciences are encouraged to take this course in their first semester.

William Brunken

BI 799 Readings and Research (F, S: 3)

By arrangement.

The Department

BI 801 Thesis Seminar (F: 3-S: 3)

A research problem for M.S. candidates of an original nature under the direction of a member of the staff. By arrangement.

The Department

BI 802 Thesis Direction* (F: 0-S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed. By arrangement.

The Department

BI 842 Gene Regulation and Chromatin Structure (S:2)

This course will provide an in-depth examination of current research papers which deal with the molecular biology of transcription and replication in eucaryotic cells. Particular emphasis will be placed on alterations in chromatin structure that accompany gene activation and DNA synthesis. Such topics as nucleosome structure, DNA supercoiling, transposition, and DNA sequence effects will be discussed. Offered as needed; seminar format.

Anthony T. Annunziato

BI 888 Master's Interim Study (F: 0-S: 0)

For Master's candidates who have completed all course requirements but wish to remain enrolled while preparing for comprehensive examinations.

The Department

BI 998 Doctoral Comprehensive (F: 0-S: 0)

Required for Doctoral students who have completed all course requirements but are preparing for comprehensive examinations.

The Department

BI 999 Doctoral Continuation (F:0 - S:0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy.

The Department

Courses offered by the Biology Department on a non-periodic basis in response to student needs and faculty availability. Consult the department prior to each semester for anticipated offerings:

BI 533 - Plant Improvement Strategies

BI 654 - Developmental Genetics

BI 746 - Immunochemistry

BI 747 - Advanced Immunological Techniques

BI 750 - Bacterial Physiology and Metabolism

BI 760 - Biochemical Control Mechanisms

BI 808 - Growth Factors and Oncogenes

BI 809 - Selected Topics in Molecular Immunology

BI 810 - Seminar in Fertilization and Gamete Physiology

BI 814 - Seminar in Bacterial Metabolism

BI 824 - Seminar in Physiology

BI 828 - Seminar on the Functional Role of Metals in Biological Systems

BI 830 - Topics in Plant Molecular Biology

BI 843 - Seminar in Advances in Nucleic Acid Research

BI 848 - Cellular Immunology

BI 864 - Seminar in Developmental Biology

CENTER FOR EAST EUROPE, RUSSIA AND ASIA (CEERA)

The Center's programs encourage faculty and students to participate in interdepartmental endeavors on both the graduate and undergraduate levels. Participating faculty come from the Departments of Education, Fine Arts, History, Philosophy, Political Science, Slavic & Eastern Languages, and Theology, and offer over eighty academic courses connected with the study of the culture, history and political life of East Europe, Russia and Central Asia.

HS 272 (PO 080) Introduction to Russian, and Central Asian Studies (F:3)

This course provides the student with the key themes, theories and approaches necessary for further detailed study of Russia, the former USSR, and the Central Asian states. The major findings and methods used by specialists in various disciplines will be previewed and presented.

CEERA also sponsors talks and symposia on topics of interest.

Graduate students may also earn a certificate of proficiency from the Center. Cer-

tificate requirements and other information on the operation of the Center are available from Prof. Raymond T. McNally (History), *Director*, Carney 171 and from Prof. Donald Carlisle (Political Science), *Assistant Director*, McGuinn 220.

Information on graduate degree programs with related area concentrations should be obtained directly from the academic departments: A.B., M.A., Ph.D. in History or Philosophy; A.B., M.A. in Russian or in Slavic Studies (Slavic & Eastern Languages).

C H E M I S T R Y

FACULTY

Joseph Bornstein, *Professor Emeritus*; B.S., Boston College; Ph.D., Massachusetts Institute of Technology

Andre J. de Bethune, *Professor Emeritus*; B.S., St. Peter's College; Ph.D., Columbia University

Robert F. O'Malley, *Professor Emeritus*; B.S., M.S., Boston College; Ph.D., Massachusetts Institute of Technology

Michael J. Clarke, *Professor*; A.B., Catholic University; M.S., Ph.D., Stanford University

Paul Davidovits, *Professor*; B.S., M.S., Ph.D., Columbia University

Evan R. Kantrowitz, *Professor, Chairperson of the Department*; A.B., Boston University; A.M., Ph.D., Harvard University

T. Ross Kelly, *Vanderslice Professor*; B.S., Holy Cross College; Ph.D., University of California at Berkeley

David L. McFadden, *Professor*; A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

Larry W. McLaughlin, *Professor*; B.Sc., University of California at Riverside; Ph.D., University of Alberta

Yuh-kang Pan, *Professor*; B.S., National Taiwan University; Ph.D., Michigan State University

Mary F. Roberts, *Professor*; A.B., Bryn Mawr College; Ph.D., Stanford University

Dennis J. Sardella, *Professor*; B.S., Boston College; Ph.D., Illinois Institute of Technology

George Vogel, *Professor*; B.S., D.Sc., Prague Technical University

William H. Armstrong, *Associate Professor*; B.S., Bucknell University; Ph.D., Stanford University

E. Joseph Billo, Jr., *Associate Professor*; B.S., M.S., Ph.D., McMaster University

Udayan Mohanty, *Associate Professor*; B.Sc., Cornell University; Ph.D., Brown University

Martha M. Teeter, *Associate Professor*; B.A., Wellesley College; Ph.D., Pennsylvania State University

James E. Anderson, *Assistant Professor*; B.S., Michigan State University; M.S., Ph.D., University of Michigan

Amir H. Hoveyda, *Assistant Professor*; B.A., Columbia University; Ph.D., Harvard University

Lawrence B. Kool, *Assistant Professor*; B.S., University of Michigan; Ph.D., University of Massachusetts at Amherst

PROGRAM DESCRIPTION

The Department of Chemistry offers programs leading to the degrees of Doctor of Philosophy and Master of Science in analytical, inorganic, organic chemistry, physical chemistry, and biochemistry. The Master's degree is intended as a terminal degree. The Master of Science in Teaching (M.S.T.) is offered through cooperation with the Department of Education.

All entering graduate students take 4 or 5 qualifying examinations in inorganic, analytical, organic, biochemistry, and physical chemistry. Master's degree candidates must take the examinations at least once for placement purposes. Ph.D. candidates are required either to pass the Qualifying Examinations or to satisfy specified foundation course requirements.

Formal courses may be waived in the first year in areas of demonstrated proficiency, as revealed by the Qualifying Examinations.

Requirements: Every student is expected to attain a grade point average of at least 2.50 at the end of his or her second semester in the Graduate School and to maintain it thereafter. If this standard is not met, the student may be required to withdraw from the graduate program.

There is no total credits requirement for the Ph.D. degree. First-year requirements provide the student with a breadth of



knowledge in the traditional fields: analytical, inorganic, organic, biochemistry, and physical chemistry. Beyond the first year, each student will pursue a program of studies, with the approval of his/her advisor, consistent with his/her individual educational goals.

At the end of the second year, Ph.D. candidates must pass an oral exam that stresses material from their own research specialty and other related areas. Members of the student's thesis committee comprise the exam committee.

The Comprehensive Examination for the M.S. degree is a public, oral defense of the student's research thesis. The Ph.D. Comprehensive Examination consists of a series of cumulative examinations which test the student's development in his or her major field of interest and critical awareness and understanding of the current literature.

Both the M.S. and Ph.D. degrees require a thesis based upon original research, either experimental or theoretical. During the second year, research will be the major effort of the student seeking a Master's degree. For the Ph.D. candidate, a research project requiring three to four years of sustained effort will begin usually after the first year of study. An oral defense of the dissertation before a faculty thesis committee completes the degree requirements. A public presentation of the thesis is also required.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his/her overall program of studies. Waivers of teaching requirements may be granted under special circumstances with the approval of the Chairperson.

COURSE OFFERINGS

An asterisk (*) after a course title indicates that the course carries a laboratory fee.

CH 520 Principles of Inorganic Chemistry (F: 3)

An introduction to the principles of inorganic chemistry with emphasis on structural and thermodynamic aspects. *William H. Armstrong*

CH 531 Modern Methods in Organic Synthesis (F:3)

Prerequisite: CH 231-232.

Survey and analysis of reactions and strategies employed in the laboratory synthesis of medically significant natural and unnatural products. Logic and creativity in planning of a synthesis scheme and an in-depth understanding of the physical basis of important modern chemical transformation that are used in such schemes is emphasized. *Marc L. Snapper*

CH 532 Introduction to Macromolecular Chemistry (S: 3)

An introduction to the organic and physical chemistry of large polymeric molecules. The syntheses of these molecules via condensation, chain polymerization, and ring-opening will be covered,

as well as, the structures and modifications of naturally occurring polymers. Physical properties such as mechanical and elastic behavior, solubility, and solution thermodynamics will be discussed. Finally, one lecture will touch upon the interface with chemical engineering in the scaling-up of chemical processes and also the interface with the world of chemical patent law

Lloyd D. Taylor

CH 551 Advanced Analytical Chemistry (S: 3)

A consideration of modern instrumental methods of analysis, including atomic emission and absorption, ultraviolet, visible, infrared, and Raman spectrometry, fluorometry, x-ray methods, electroanalytical methods (potentiometry, coulometry, voltammetry), and gas and liquid chromatography. *James E. Anderson*

CH 555-556 Advanced Chemistry Laboratory* (F: 3-S: 3)

This is a two-semester chemistry laboratory course designed primarily for juniors and seniors. Emphasis will be placed on developing the skills and techniques required to perform modern chemical experiments. Interpretation and presentation of data will also be stressed.

The laboratories will include experiments from thermodynamic, kinetic, spectroscopic, electrochemical, and chromatographic areas. In addition, basic experimental techniques, experimental design, safe laboratory practices, and identification and estimation of sources of error in measurements will be included in each experiment.

Lab fee required.

*James E. Anderson
David L. McFadden*

CH 561-562 Biochemistry (F: 3-S: 3)

Prerequisite: CH 231-232 or equivalent

A two-semester introductory-level course in Biochemistry. Topics in the first semester concentrate on protein structure and function; bioenergetics; kinetics and mechanisms of enzyme reactions; intermediary metabolism; control of metabolic pathways; and photosynthesis. Topics in the second semester concentrate on the structure of nucleic acids; recombinant DNA technology; mechanisms of gene rearrangements; DNA replication; RNA synthesis and splicing; protein synthesis; control of gene expression; membrane transport; and hormone action. Experimental methods will also be discussed as they relate to course topics and to the separate laboratory course (CH 563).

*Martha M. Teeter
Larry W. McLaughlin*

CH 563 Experimental Biochemistry* (S: 3)

Prerequisite: General Chemistry, Organic Chemistry and Biochemistry

A laboratory course intended to prepare students for research in the Biochemical Sciences. This course will concentrate on the isolation and characterization of proteins, enzymes, nucleic acids and lipids as well as recombinant DNA technology. State-of-the-art instrumentation will be used to this end in a laboratory especially designed

for this course. A variety of experimental techniques will be used, including electrophoresis, chromatography, spectroscopy, and centrifugation. As far as possible, data will be collected and analyzed directly by computer.

Lab fee required

Martha M. Teeter

CH 570 Introduction to Biological Membranes (F: 3)

Course designed to cover 1) basic molecular aspects of structure and surface chemistry of lipids, including the organization and dynamics of lipid bilayers and biological membranes and the state of proteins in the membrane, and 2) functional aspects of biomembranes including diffusion and facilitated or active transport across a bilayer (and the bioenergetic consequences), biogenesis of membranes, and receptor-mediated interactions.

Prerequisite: CH 561

Mary F. Roberts

CH 575 Physical Chemistry I (F: 3)

Prerequisites: 3 semesters of Calculus, 2 semesters of Physics, 2 semesters of Organic Chemistry

This course covers the fundamental principles and applications of equilibrium thermodynamics.

Chemistry graduate students may register for this course only if they are advised to do so by the Department.

Paul Davidovits

CH 576 Physical Chemistry II (S: 3)

Prerequisite: CH 575

An introduction to the principles of reaction kinetics, kinetic molecular theory, and quantum mechanics of atoms and molecules.

Chemistry graduate students may register for this course only if they are advised to do so by the Department.

Yuh-kang Pan

CH 582 Advanced Topics in Biochemistry (S: 3)

A selection of current and important topics in Biochemistry will be examined. Students are expected to have a basic understanding of the concepts developed in CH 561 and CH 562. Areas of interest will include (1) the modification of enzymes and their use in understanding structure and mechanism, (2) current aspects of nucleic acids structure and recognition and reactivity, (3) drug activity and development as it relates to macromolecular structure.

Larry W. McLaughlin

CH 725 Physical Methods in Inorganic Chemistry (F: 3)

Applications of group theory and spectroscopy to bonding and molecular structure. Also included are electronic and vibrational spectroscopy, magnetic resonance, magnetic susceptibility, X-ray methods of structure determination and electrochemical techniques.

Michael J. Clarke

CH 799-800 Reading and Research* (F: 2 or 3-S: 2 or 3)

A course required of Ph.D. matriculants for each semester of research.

The Department

CH 801 Thesis Seminar* (F: 3-S: 3)

A research problem, requiring a thorough literature search and an original investigation under the guidance of a faculty member, for M.S. candidates. *The Department*

CH 802 Thesis Direction* (F: 0-S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed. *The Department*

CH 805 Departmental Seminar I (F: 1)

Research seminars by leading scientists both from within the Department and from other institutions are presented on a regular (usually weekly) basis. *William H. Armstrong*

CH 806 Departmental Seminar II (S: 1)

A continuation of CH 805. *William H. Armstrong*

CH 821 Inorganic Chemistry Seminar I (F: 3)

A series of discussions of topics of current interest in inorganic chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in inorganic chemistry. Discussions of research in progress in the Department will be included. Occasionally visiting lecturers will also participate. *Michael J. Clarke*

CH 822 Inorganic Chemistry Seminar II (S: 3)

A continuation of CH 821. *Michael J. Clarke*

CH 861 Biochemistry Seminar I (F: 3)

A series of discussions of topics of current interest in biochemistry with participation by students and faculty members. Students will submit papers and give oral presentations on selected topics. Discussions of current research in the Department will be included. *Evan R. Kantrowitz*

CH 862 Biochemistry Seminar II (S: 3)

A continuation of CH 861. *Evan R. Kantrowitz*

CH 871 Physical Chemistry Seminar I (F: 3)

A series of discussions of topics of current interest in physical chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in physical chemistry. Discussions of research in progress in the Department will be included. *Udayan Mohanty*

CH 872 Physical Chemistry Seminar II (S: 3)

A continuation of CH 871. *Udayan Mohanty*

CH 997 Master's Comprehensive (F, S: 0)

Consists of a public, oral defense of the student's thesis research. *The Department*

CH 998 Doctoral Comprehensive (F, S: 0)

Consists of a series of cumulative written examinations which test the student's development in his or her major field of interest (organic, inorganic, analytical, physical, biochemistry) and critical

cal awareness and understanding of the current literature. Six of sixteen exams must be passed over a two-year period. *The Department*

CH 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. *The Department*

Following is a list of other courses, offered by the Department on a non-periodic basis:

CH 523 Organometallic Chemistry

CH 531/544 Modern Methods in Organic Synthesis

CH 535 Physical Organic Chemistry

CH 539 NMR Spectroscopy

CLASSICAL STUDIES

FACULTY

Dia M.L. Philippides, *Professor*; B.A., Radcliffe College; M.A., Boston College; M.A., Ph.D., Princeton University

Charles F. Ahern, Jr., *Associate Professor; Chairperson of the Department*; B.A., Wesleyan University; M.Phil., Ph.D., Yale University

Eugene W. Bushala, *Associate Professor*; B.A., Wayne State University; M.A., Ph.D., Ohio State University

David H. Gill, S.J., *Associate Professor*; B.A., M.A., Boston College; Ph.D., Harvard University; Lic. Theology, St. Georgen, Frankfurt-am-Main

**PROGRAM DESCRIPTION**

The Department grants an M.A. degree in Latin or Greek or in Latin and Greek. The degree can be obtained in either of two ways: 1) by thirty credits in course work, 2) by twenty-four credits in course work plus a thesis (with special permission).

Requirements: Candidates for the degree are required to complete a departmental reading list in either Latin or Greek authors, or both, depending on the type of degree sought. Comprehensive examinations will be written and oral, consisting of translations from the authors on the reading list, questions on the content of the candidate's course work, on the general history of Latin and/or Greek literature, and on the thesis, if offered in partial fulfillment of the requirements.

A student's modern language reading ability in French or German will be tested by the Department.

The Department also offers courses in Modern Greek language, literature and culture. These courses, listed in full in the undergraduate catalogue, do not regularly qualify as credits for an M.A. degree.

It is sometimes possible, through prior agreement with the instructor, for a graduate student in the Department to gain

CH 567 Protein Structure and Function

CH 569 Enzyme Mechanisms

CH 572 Quantum Chemistry and Spectroscopy

CH 573 Quantum Chemistry and Molecular Structure

CH 579 Modern Statistical Mechanics

CH 672 Quantum Mechanics

CH 738 Heterocycles

CH 770 Advanced Physical Chemistry—Dynamics

CH 831-832 Organic Chemistry Seminar

graduate credit for taking an undergraduate course.

Incoming students can expect to find major Greek and Latin authors and genres taught on a regular basis; these include on the Greek side, Homer, lyric poets, 5th century dramatists (Aeschylus, Sophocles, Euripides, Aristophanes) the historians Herodotus and Thucydides, Plato, and 4th century orators; on the Latin side, they include Plautus and Terence, the late republican poets Catullus and Lucretius, Cicero, Augustan poetry (Virgil, Horace, elegy and Ovid), the historians Livy and Tacitus, and the novel. In the last two years the following specific courses have been offered:

- CL 320 Latin Patrology (F: 91)
- CL 323 Greek Patrology (S: 92)
- CL 328 Cicero and Friends (S: 92)
- CL 329 Ovid's *Metamorphoses* (F: 91)
- CL 333 Apuleius (F: 92)
- CL 336 Horace: The *Odes* (S: 92)
- CL 348 Catullus (F: 92)
- CL 353 Advanced Latin: Caesar (F: 91)
- CL 363 Aristophanes (S: 92)
- CL 370 Virgil's *Georgics* (F: 91)
- CL 376 Advanced Reading: Ancient Greek Drama (F: 92)
- CL 382 Herodotus (S: 93)
- CL 387 Advanced Readings in Ancient Greek: Euripides (F: 91)
- CL 425 The *Annals* of Tacitus (S: 93)
- CL 450 Roman Elegy (S: 93)

COURSE OFFERINGS**CL 010-011 Elementary Latin (F: 3-S: 3)**

This course will introduce the fundamentals of Latin grammar and vocabulary. The aim is to prepare a student to read simple Latin prose.

Maria Kakavas

Sister Mary Daniel O'Keeffe

Joel Werthman

CL 020-021 Elementary Ancient Greek (F: 3-S: 3)

This course will introduce the fundamentals of ancient Greek grammar and vocabulary. The aim is to prepare a student to read something like Plato's *Apology* after a year's study. *John Shea*

CL 052-053 Intermediate Ancient Greek**(F: 3-5: 3)**

A review of the essentials of Classical Attic grammar and a close reading of selections from Greek literature, normally Xenophon's *Anabasis*, Plato's *Apology* and/or *Crito* and Euripides' *Medea*. Special provision will be made to meet the needs of students of philosophy (e.g., more Plato) and theology (e.g., *New Testament* instead of classical authors).

*John Shea***CL 056-057 Intermediate Latin (F: 3-5: 3)**

A thorough review of essential grammatical forms presented in Elementary Latin along with a close reading of an introductory selection of Roman prose and poetry.

*Eugene Bushala**Kenneth Rothwell**John Shea**Joel Wertman***CL 060-061 Elementary Modern Greek**

An introduction to the study of Demotic Greek. This course will introduce the fundamentals of grammar and will focus on reading ability, oral comprehension, and oral expression. Class instruction is supplemented by required laboratory work. *Offered alternate years.*

*Maria Kakavas***CL 070-071 Intermediate Modern Greek****(F: 3-5:3)***Prerequisite:* Elementary Modern Greek.

This second-year course in the Modern Greek language will enable the student to enjoy the reading of representative contemporary writers such as Kazantzakis, Myrivilis, Seferis, Samarakis, Taktsis and Elytis. *Offered alternate years.*

*Maria Kakavas***CL 202 Classical Greek Drama in Translation****(F: 3)**

Selected plays from 5th century Attic drama, including Aeschylus' *Oresteia* trilogy, Sophocles' *Antigone* and *Oedipus Rex*, Euripides' *Medea*, *Hippolytus* and *Bacchae*, Aristophanes' *Frogs* and *Lysistrata*, will be read in English. Secondary readings, visual materials (videotapes of performances, and slides) and discussion will focus on the development of classical drama, the ancient theater, stagecraft, and contemporary society, including the roles of men and women and issues of justice, heroism and ethics.

This course is of interest to students in the theater, English and other literatures influenced by the form and content of classical drama.

For students of the Classics provision may be made for reading certain portions in Greek.

*Dia M.L. Philippides***CL 270 Advanced Topics in Modern Greek**

A seminar introducing its participants to advanced methods of reading and research in Modern Greek Studies, usually leading to the production of a term paper.

The course may be repeated for credit as its content varies each time it is given. *Offered alternate years.*

*Dia M.L. Philippides***CL 280 Currents in Modern Greek Literature****(F: 3)**

A survey of highlights from Modern Greek literature examining in each case, as appropriate, some of the following factors: the "Greekness" of the work, its debt to the Ancient (pagan) and Byzantine (Christian) tradition, the crosscurrents arriving from East and West, the influence of contemporary political, artistic, and societal conditions. Works to be studied might include: Martinengou's *My Story*, Vizyenos' *My Mother's Sin*, Myrivilis' *Life in the Tomb*, Kazantzakis' *Zorba the Greek*, poems of the Nobel prize-winning authors Seferis and Elytis, Kotzias' *The Jaguar* or Zei's *Achilles' Fiancée*.

The course is offered entirely in English, though it also forms an elective towards the Minor in Modern Greek Studies. No knowledge of the Modern Greek language is necessary, but provision may be made for those wishing to read certain texts in Greek. *Offered alternate years.*

CL 290 Computers and (Modern) Greek (S: 3)

A new course that will introduce its participants to some of the ways in which the study of Greek may be enhanced through the use of the computer. In parallel, it will address some of the issues connected with using the computer for Greek that become problematic—in contrast with its more common use in languages using the English/Latin alphabet—and attempt to suggest solutions. The course is expected to center on language and literature, with particular applications in research and publishing and possible extensions to education. This will be both a theoretical and an applied course as it will present for criticism studies already produced with the help of the computer, contrasting them with results achieved earlier 'by hand'. It will also encourage its participants to enhance their own computer skills.

This course will count as equivalent to "Advanced Topics in Modern Greek", the most advanced seminar for the Minor in Modern Greek Studies. It can be expanded to accommodate advanced students of Ancient Greek too; this requires prior discussion with the instructor.

*Dia M.L. Philippides***CL 308 Cicero's Orations (F:3)**

We will read Cicero's defenses of Caelius (who seduced Clodia from Catullus) and of Milo (who murdered Clodia's brother) and we will discuss political and historical aspects of these orations and analyze their rhetorical features.

*Kenneth Rothwell***CL 320 (TH 423) Seminar in Latin Patralagy****(S: 3)**

See course description under TH 423.

*Margaret Schatkin***CL 323 (TH 425) Seminar in Greek Patralagy****(F: 3)**

See course description under TH 425.

*Margaret Schatkin***CL 325 Advanced Ancient Greek: Epic and Dramatic Verse Construction (F: 3)**

A new course that will combine reading of ancient Greek epic and dramatic texts with an overview of the secondary literature discussing their underlying structures and the methods of composition. The course will center chiefly upon the dactylic hexameter of the Homeric epics and the iambic trimeter of 5th-century tragedy, though participants may select other areas of focus for their own individual term papers. By reading related scholarship and analyzing the ancient texts, we shall aim at pinpointing the features of meter and language that generally characterize the separate genres, or that may distinguish narrative from dialogue and individually characterize particular speakers or types of scenes. The course will include a study of attempts to identify stylistic traits particular to authors and the evidence for chronological development within a genre.

This is our department's most advanced offering in Ancient Greek for the term, designed chiefly for undergraduate majors and graduate students. It might be possible for others lacking a thorough knowledge of ancient Greek to follow the course, but any requests should be made in person to the instructor before signing up for the course.

*Dia M. L. Philippides***CL 395 Caesar (S: 3)**

An extensive reading in Latin of a great Roman writer in the exciting narrative of Roman military expansion into Gaul, Britain, and Germany.

*Eugene W. Bushala***CL 406 Virgil's Aeneid (F: 3)**

Close reading and discussion of Aeneid Book 6, Virgil's account of the underworld and the afterlife, in the context of earlier eschatological literature. Study of Virgil's language, meter, and style on the one hand, supplemented by readings about the afterlife in Homer, Plato, Cicero, and others; some of this material will be read in the original languages (as appropriate for individual students), some in English. The idea will be to explore Virgil's achievement against the background of pre-Christian conceptions of the nature and fate of the soul.

*Charles F. Abern, Jr.***CL 409 Lucretius (S:3)**

Reading in each of the six books of *De Rerum Natura*; study of Lucretius as poet and as Epicurean philosopher.

*John Shea***CL 790-91 Readings and Research (F: 3-5: 3)***Charles Abern**Eugene Bushala**Dia M.L. Philippides**Kenneth Rothwell*

E C O N O M I C S

FACULTY

Robert J. McEwen, S.J., *Professor Emeritus*; A.B., Boston College; M.A., Fordham University; Ph.L., S.T.L., Weston College; Ph.D., Boston College

James E. Anderson, *Professor*; A.B., Oberlin College; Ph.D., University of Wisconsin

Richard J. Arnott, *Professor*; B.S., Massachusetts Institute of Technology; M.A., M.Philosophy, Ph.D., Yale University

David A. Belsley, *Professor*; A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

Frank M. Gollop, *Professor*; A.B., University of Santa Clara; A.M., Ph.D., Harvard University

Peter Gottschalk, *Professor*; B.A., M.A., George Washington University; Ph.D., University of Pennsylvania

Marvin C. Kraus, *Professor*; B.S., Purdue University; Ph.D., University of Minnesota

William B. Neenan, S.J., *Professor*; A.B., A.M., S.T.L., St. Louis University; Ph.D., University of Michigan; Academic Vice President and Dean of Faculties

Joe Peek, *Professor*; B.S., M.S., Oklahoma State University; Ph.D., Northwestern University

Joseph F. Quinn, *Professor, Chairperson of the Department*; A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

Donald K. Richter, *Professor*; B.A., M.A., Yale University; Ph.D., Massachusetts Institute of Technology

Donald J. White, *Professor, Dean, Graduate School of Arts and Sciences*; B.S., Boston College; A.M., Ph.D., Harvard University

Christopher F. Baum, *Associate Professor*; A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

Donald Cox, *Associate Professor*; B.S., Boston College; M.S., Ph.D., Brown University

Francis M. McLaughlin, *Associate Professor, Assistant Chairperson of the Department*; B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Robert G. Murphy, *Associate Professor*; B.A., Williams College; Ph.D., Massachusetts Institute of Technology

Harold A. Petersen, *Associate Professor*; A.B., DePaul University; Ph.D., Brown University

Stephen Polasky, *Associate Professor*; B.A., Williams College; M.A., London School of Economics; Ph.D., University of Michigan

Fabio Schiantarelli, *Associate Professor*; B.S., Bocconi University, Italy; M.S., Ph.D., London School of Economics

Richard W. Tresch, *Associate Professor*; A.B., Williams College; Ph.D., Massachusetts Institute of Technology

Leonardo Felli, *Assistant Professor*; Laurea, Università De Gli Studi Di Trieste; Ph.D., Massachusetts Institute of Technology

Jane Marrinan, *Assistant Professor*; B.A., DePaul University; Ph.D., University of Minnesota

E. Scott Mayfield, *Assistant Professor*; B.A., Williams College; Ph.D., University of Pennsylvania

Toni M. Whited, *Assistant Professor*; B.A., University of Oregon; M.A., Ph.D., Princeton University

Chong-en Bai, *Instructor*; B.S., China University; M.S. Institute of Mathematics, Ph.D., University of California



PROGRAM DESCRIPTION

The graduate program in Economics is oriented primarily toward full-time students who are seeking a Ph.D. A limited number of students are also accepted to the M.A. program, which may be undertaken on either a part-time or full-time basis, and in rare cases, applicants are accepted as part-time students in the Ph.D. program.

The Ph.D. Program

The doctoral program is designed to train economists for careers in teaching or research by providing strong backgrounds in economic theory, quantitative research methods, and applied fields. Requirements for the Ph.D. include a minimum of eighteen courses, comprehensive examinations, a one-year residence requirement, and a thesis.

In the first year of the doctoral program students are usually required to take two semesters of Micro Theory (EC 700, 701), two semesters of Macro Theory (EC 703, 704), two semesters of Mathematics for Economists (EC 711, 712), one semester of Statistics (EC 727), and one semester of Econometrics (EC 728). The first semester of each theory sequence provides an intuitive bridge to theoretical concepts, as well as an introduction to the mathematical formulation of economic concepts. This prepares the student for the standard mathematical graduate approach, which characterizes the second term. Students who enter with equivalent prior background may be exempted from Mathematics for Economists, Statistics, or the first semester of Micro or Macro, however, at the discretion of the Director of Graduate Studies. Those students who are exempted from some first-year courses are expected to elect addi-

tional courses from those listed up to a total of four courses each semester.

In the second year, students complete a third semester each of Micro (EC 702) and Macro Theory (EC 705), take a course in Applied Econometrics (EC 729), and take courses from a wide range of electives. These include advanced micro theory, econometric theory, applied econometrics, monetary economics, public finance, industrial organization, international trade and finance, urban economics, labor economics, and finance. Students may also take independent study and, subject to departmental approval, may take courses in other departments of Boston College, or at Boston University, Tufts, or Brandeis.

Comprehensive examinations are given in January and May of each year. All students must pass written comprehensives in micro theory and macro theory by May of their third year. Field comprehensives must be passed in two fields from those listed above.

Total course requirements for the Ph.D. include eighteen courses, minus any that may be waived by examination. Students in the doctoral program must maintain a B+ average in their course work and make satisfactory progress toward the completion of a dissertation to remain in good standing.

The M.A. Program

The M.A. program in Economics is designed to train people for careers as research economists in business or government. It is aimed at students who qualify, by virtue of both interest and aptitude, for a sophisticated program in quantitative economic analysis but who do not wish to make the time commitment required of a Ph.D.

Requirements for the M.A. degree include the satisfactory completion of ten courses and a written comprehensive examination in macro theory, micro theory, and econometrics. The ten courses will generally include two semesters each of Micro Theory (EC 700–701) and Macro Theory (EC 703–704); one semester each of Mathematics for Economists (EC 711); Statistics (EC 727); Econometrics (EC 728); and three electives.

The M.A. program is offered as a self-contained program, but the M.A. degree will also be awarded, upon request, to Ph.D. students who meet the M.A. requirements in the course of the doctoral work, and pass their theory comprehensive examinations.

Admissions Information

Students who are quite sure they wish to pursue a Ph.D. should apply for admission directly to the Ph.D. program and not to the M.A. program. Requirements for admission are at the same level for both programs, and students who are admitted to one may usually transfer, given satisfactory performance, to the other. Financial aid is available only to full-time students in the Ph.D. program.

Requests for further information or for application forms for admission should be addressed to the Committee on Admis-

sions, Economics Department, Boston College, Chestnut Hill, MA, 02167. Applicants are required to submit college transcripts, three letters of recommendation, a statement of purpose, and scores from the Graduate Record Examination's quantitative, verbal, and analytical tests. Ph.D. applicants interested in financial assistance awarded by the Department of Economics should ensure that their applications are completed by March 15. Applications completed beyond that date will be considered but will be subject to reduced chances of financial aid awards. M.A. students are not eligible for this type of financial assistance.

COURSE OFFERINGS

EC 700 Microeconomic Theory I (F: 3)

This course discusses basic geometric and mathematical models of consumer behavior, firm behavior and market structure. An emphasis is placed on the application of these concepts to policy issues.

David Belsley

EC 701 Microeconomic Theory II (S: 3)

Prerequisite: EC 700 or its equivalent.

Topics in consumer and producer theory; decentralization of economic decision making; general equilibrium theory and welfare economics.

*Marvin Kraus
Richard Arnott*

EC 702 Microeconomic Theory III (F: 3)

Prerequisite: EC 700 and 701 or their equivalent

The first half of the course is an introduction to non-cooperative game theory with applications to oligopoly theory, bargaining, and signalling games. The second part of the course covers topics in information and mechanism design. Topics covered will include adverse selection, moral hazard, Arrow's impossibility theorem and social choice.

Chong-en Bai

EC 703 Macroeconomic Theory I (F: 3)

A thorough treatment of the basic Keynesian and classical models. This course considers the determination of output, interest rates and prices by using basic graphical and mathematical approaches.

*Joe Peek
Robert Murphy*

EC 704 Macroeconomic Theory II (S: 3)

Prerequisite: EC 703 or its equivalent

This course presents an in-depth analysis of the components of aggregate demand and financial markets. Particular emphasis is placed on the empirical application of relevant theories.

*Robert G. Murphy
Fabio Schiantarelli*

EC 705 Macroeconomic Theory III (F: 3)

Prerequisite: EC 703 and 704 or their equivalent

This course develops two important macro-economic frameworks: the infinitely-lived representative agent framework and the overlapping generations framework. These frameworks share the common features of general equilibrium interaction

among markets and intertemporal optimization. The frameworks are used to study the cyclical fluctuations of the macroeconomy and the role for government policy. Emphasis is placed on theoretical aspects, although relevant empirical work will often be introduced.

E. Scott Mayfield

EC 711 Mathematics for Economists (F: 3)

This course will cover the following topics: 1) Differential calculus—limits, partial derivatives, jacobians, differentials, maxima and minima of functions of several variables, Lagrange multipliers, implicit function theorem, envelope theorem; 2) Elementary economic applications—comparative static analysis, dual approach to economic theory.

Chong-en Bai

EC 712 Mathematics for Economists II (S: 3)

Prerequisite: EC 711 and 727 or their equivalent

Maximization subject to inequality constraints; difference equations; introduction to stochastic processes; differential equations; introduction to dynamic optimization.

E. Scott Mayfield

EC 727 Statistics (F: 3)

This course presents the statistical background required as an introduction to the study of econometrics: probability, sampling distributions, statistical problems of point and interval estimation and hypothesis testing.

Jane Marrinan

EC 728 Econometric Theory and Methods (S: 3)

Prerequisite: EC 711 and 727 or their equivalent

This course develops the basic tools of estimation for linear economic models. The major concerns include simple and multiple linear regression, hypothesis testing for simple and joint hypotheses, linear restrictions, dummy variables, analysis of covariance, generalized least squares, and instrumental variables. The elements of matrix algebra are reviewed, and an introduction to simultaneous equations methods is given.

Christopher F. Bamm

EC 729 Applied Econometrics I (S: 3)

Prerequisites: EC 727-728 or their equivalent.

This course presents a set of selected topics in applied econometrics. These include pooled cross section time series models, limited dependent variable estimation techniques, varying parameter regression models, mixed estimation, and nonlinear statistical models. The emphasis is placed upon practice, with exercises drawn from several large research data sets, utilizing a variety of econometric computer software. The course is of special interest to the student embarking on his/her dissertation research.

Christopher F. Baum

EC 808 Advanced Micro Theory I

This course will cover topics of the instructor's interest in advanced microeconomic theory. A recent offering focused on the areas of game theory (normal and extensive form), (imperfect) information theory, and bargaining theory, with a strong interest in applications to current problems in economics. The exact course content will

vary from term to term and will depend upon the interests of the students and the professor.

Chong-en Bai

EC 809 Advanced Micro Theory II

This course will cover topics of the instructor's interest in advanced microeconomic theory. The exact course content will vary from term to term and will depend upon the interests of the students and the professor.

Not offered 1993-94

The Department

EC 827 Econometric Theory I (F: 3)

This course provides an introduction to the basic tools and theory of econometrics. Relevant matrix algebra and multivariate distribution theory are developed and applied to the traditional linear regression model and its extensions. Autocorrelation, errors in variables and other single equation problems will be discussed in this context.

David Belsley

EC 828 Econometric Theory II (S: 3)

Prerequisite: EC 827

This course is a continuation of material of EC 827. A development of estimation in the general stochastic model and in systems of simultaneous linear equations.

David Belsley

EC 829 Applied Econometrics II (S: 3)

Prerequisite: EC 728 (or equivalent) and EC 704

This course covers major advances in time series analysis. In addition to univariate and multivariate models for stationary time series, it addresses the issues of unit roots and cointegration. The Kalman Filter and time series models of heteroskedasticity are also discussed. The course stresses the application of technical tools to economic issues, including testing money-income causality, stock market efficiency, the life-cycle model and the sources of business cycle fluctuations.

Fabio Schiantarelli

EC 830 Applied Econometrics III (F: 3)

Prerequisite: EC 728 (or equivalent) and EC 729.

This course covers major advances in microeconometrics. The course will present developments in estimating models with limited dependent variables, random and fixed effects models and duration models.

Peter Gottschalk

EC 831 Topics in Econometrics

Selected topics in advanced econometric theory and methods. *Not offered 1993-94*

The Department

EC 853 Industrial Organization I (F: 3)

Introduction to modern Industrial Organization theory. Topics will include, as time permits, the game theoretic approach to oligopoly theory, theories of barriers to entry, predatory pricing, R&D competition and applications to trade theory. *Not offered 1993-94*

The Department

EC 854 Industrial Organization II (S: 3)

Economic analysis of antitrust and regulatory policies. Review of modern antitrust policy including a study of major cases and the economics literature commenting on antitrust policy, analysis of the genesis of regulation, peak-load pricing, optimal departures from marginal cost pricing, automatic adjustment clauses, and the empirical evidence regarding regulation-induced inefficiencies, investigation of the special problems of regulatory reform and deregulation in particular industries. *Not offered 1993-94*

Frank M. Gollop

EC 861 Monetary Economics I (F: 3)

This course will examine the standard issues in advanced macroeconomics and monetary theory, placing particular emphasis on the role of inside money (credit) and the crucial role of information in the functioning of modern economies. Topics to be covered include the role of national debt and intergenerational allocation, inflation finance and optimal seigniorage, sunspot theory, and the effect of information partitions on economic efficiency.

E. Scott Mayfield

Robert Murphy

EC 862 Monetary Economics II (S: 3)

This course considers various topics in monetary theory and policy with a particular emphasis on empirical applications. *Not offered 1993-94*

Robert Murphy

Joe Peek

EC 865 Public Sector Economics I (S: 3)

This course covers most of the traditional topics in this subject: welfare economics, market failure and rationales for government intervention, the theory of tax policy and tax structure, the positive

effects of taxation on labor supply, on intertemporal decisions, and on risk-taking, tax incidence, taxation and growth, and normative, second-best tax and public expenditure theory, including cost-benefit analysis and public enterprise pricing. *Not offered 1993-94*

Richard Tresch

EC 866 Public Sector Economics II

This course emphasizes problems of collective decision-making under complete and incomplete information. Topics include Arrow's Impossibility Theorem, the "new" political economy, an introduction to mechanism design with special emphasis on demand-revealing mechanisms for public goods, voluntary provision of public goods, and the regulation of externalities.

Richard Arnott

EC 871 Theory of International Trade (S: 3)

Emphasis on the structure of general equilibrium, welfare and commercial policy propositions, and the foundations of comparative advantage. The course also covers imperfect competition and uncertainty.

James E. Anderson

EC 872 International Finance (F: 3)

Analysis of macroeconomic adjustment in open economies, with attention to foreign exchange markets, balance of payments, and the international monetary system.

Robert G. Murphy

EC 885 Analysis of Labor Markets

A comprehensive microeconomic approach to wage theory and the theory of labor markets focusing on labor supply, household production, marginal productivity, human capital, search discrimination, and dual labor market theories. Heavy emphasis on specification and estimation of empirical models. *Not offered 1993-94*

Peter Gottschalk

EC 886 Current Topics in Labor Economics (F: 3)

This course covers topics of current interest in labor economics. Examples include analysis of life-cycle consumer behavior estimation techniques applied to survey microdata, minimum wage legislation, agency problems, informational economics and intergenerational transfers. Both theoretical and empirical issues are investigated.

Not offered 1993-94

Donald Cox

EC 893 Urban Economics I (S: 3)

This course covers basic urban economic theory—spatial economics, housing, transportation, and local public finance.

Not offered 1993-94

Richard Arnott

Marvin Kraus

EC 894 Urban Economics II

This course covers a selection of more advanced topics in urban economic theory—agglomeration, systems of cities, non-monocentric cities, non-competitive models of housing, transportation and the theory of the second-best, and the economics of downtown parking.

Not offered 1993-94

Richard Arnott

EC 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy whether or not they remain in residence.

E D U C A T I O N

FACULTY

Francis J. Kelly, *Professor Emeritus*; A.B., Boston College; A.M., Columbia University; D.Ed., Harvard University

Mary T. Kinnane, *Professor Emeritus*; A.B., H.Dip.Ed., Liverpool University; A.M., University of Kansas; Ph.D., Boston College

Pierre Lambert, *Professor Emeritus*; B.S., M.Ed., Boston College; Ph.D., State University of Iowa

Vincent C. Nuccio, *Professor Emeritus*; A.B., Boston College; M.E., D.Ed., Cornell University

Edward J. Power, *Professor Emeritus*; B.A., St. John's University; M.S.Ed., Ph.D., University of Notre Dame

Irving Hurwitz, *Associate Professor Emeritus*; A.B.; Ph.D., Clark University

Fred John Pula, *Associate Professor Emeritus*; A.B., M.B.A., M.Ed., University of Massachusetts; Ed.D., Boston University

Peter W. Airasian, *Professor*; A.B., Harvard University; A.M., Ph.D., University of Chicago

Albert Beaton, *Professor*; B.S., State Teacher's College at Boston; M.Ed., Ed.D., Harvard University

Mary M. Brabeck, *Professor; Associate Dean*; B.A., University of Minnesota; M.S., St. Cloud State University; Ph.D., University of Minnesota

M. Beth Casey, *Professor*; A.B., University of Michigan; A.M., Ph.D., Brown University

John S. Dacey, *Professor*; A.B., Harpur College; M.Ed., Ph.D., Cornell University

William K. Kilpatrick, *Professor*; B.S., Holy Cross College; A.M., Harvard University; Ph.D., Purdue University

George T. Ladd, *Professor*; B.S., State University College at Oswego, New York; M.A.T., D.Ed., Indiana University

George F. Madaus, *Boisi Professor*; B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College

Ronald L. Nuttall, *Professor*; A.B., A.M., Ph.D., Harvard University

Diana C. Pullin, *Professor and Dean*; B.A., Grinnell College; M.A., J.D., Ph.D., The University of Iowa

John Savage, *Professor*; A.B., Iona College; Ed.D., Boston University

John F. Travers, Jr., *Professor*; B.S., M.Ed., Ph.D., Boston College

Lillian Buckley, *Associate Professor*; B.S., Framingham State College; Ed.M., Ed.D., Boston University

Mary D. Griffin, *Associate Professor*; B.A., Mundelein; M.A., Ph.D., University of Chicago

Walter M. Haney, *Associate Professor*; B.S., Michigan State University; Ed.M., Ed.D., Harvard University

Richard M. Jackson, *Associate Professor*; A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University

John A. Jensen, *Associate Professor*; A.B., Cornell University; A.M., Ed.D., University of Rochester

Joan C. Jones, *Associate Professor*; B.S., Northwest Missouri State Teachers College; M.Ed., University of Missouri; Ed.D., Boston University

John B. Junkala, *Associate Professor*; B.S., State College of Fitchburg; M.Ed., Boston University; D.Ed., Syracuse University

Maureen E. Kenny, *Associate Professor*; B.A., Brown University; Ph.D., University of Pennsylvania

Larry Ludlow, *Associate Professor*; B.A., M.A., California State University; Ph.D., University of Chicago

M. Brinton Lykes, *Associate Professor*; B.A., Hollins College; M.Div., Harvard University; Ph.D., Boston College

Lea McGee, *Associate Professor*; B.S., Miami University; M.A., Old Dominion University; Ed.D., Virginia Tech

Jean Mooney, *Associate Professor*; A.B., Smith College; A.M., Stanford University; Ph.D., Boston College

Bernard A. O'Brien, *Associate Professor*; A.B., Boston College; A.M., Ph.D., Catholic University of America

Alec F. Peck, *Associate Professor*; B.A., University of San Francisco; M.S., Ph.D., Pennsylvania State University

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Edward B. Smith, *Associate Professor*; A.B., M.A., Loyola University; Ph.D., University of Chicago

Mary Walsh, *Associate Professor*; B.A., Catholic University; M.A., Ph.D., Clark University

Kenneth W. Wegner, *Associate Professor*; B.S., M.Ed., Ed.D., University of Kansas

Ted I.K. Youn, *Associate Professor*; B.A., Denison University; M.A., M.Phil., Ph.D., Yale University

Philip DiMattia, *Adjunct Associate Professor*; B.S., M.Ed., Ph.D., Boston College

Karen Arnold, *Assistant Professor*; B.A., B.Mus., Oberlin College; M.A., Ph.D., University of Illinois

Thomas Bidell, *Assistant Professor*; B.A., M.A., University of New Mexico; Ed.D., Harvard University

Martha Bronson, *Assistant Professor*; B.A., Boston University; Ed.M., Ed.D., Harvard University

Sandra L. Crump, *Assistant Professor*; B.A., Northeastern University; M.Ed., Ph.D., Boston College

Kilburn E. Culley, *Assistant Professor*; A.B., Tufts University; Ed.M., Boston University; Ph.D., Boston College

Ralph Edwards, *Assistant Professor*; B.A., City College of New York; M.A., Bank Street College; Ed.D., Harvard University

Penny Hauser-Cram, *Assistant Professor*; B.S., Denison University; M.A., Tufts University; Ed.D., Harvard University

Jay T. King, *Assistant Professor*; B.S., Union College; M.Ed., Tufts University; Ph.D., University of Rhode Island

James R. Mahalik, *Assistant Professor*; B.S., M.A., Ph.D., University of Maryland

Donna Moilanen, *Assistant Professor*; B.S., University of Massachusetts; M.A., Assumption; Ph.D., SUNY at Albany

Joseph M. O'Keefe, S.J., *Assistant Professor*; B.A., College of the Holy Cross; M.A., Fordham University; M.Div., STL, Weston School of Theology; M.Ed., Ed.D., Harvard University

Theresa Powell, *Assistant Professor*; Diploma, Posse School of Physical Education; B.S., Ed.D., Boston University

Elizabeth Sparks, *Assistant Professor*; B.A., Wellesley College; M.Ed., Columbia University; Ph.D., Boston College

Polly Ulichny, *Assistant Professor*; B.A., University of Wisconsin; M.Ed., Boston University; Ed.D., Harvard University



PROGRAM DESCRIPTION

Department Policies and Procedures

Admission

Application Procedure for Degree Programs

Please refer to the University section and to the Graduate School of Arts and Sciences section of this catalog for complete information regarding admissions and financial aid.

Information and materials about graduate programs may be obtained from the Graduate Admissions Office in Education. All application materials, however, must be submitted to the Graduate School of Arts and Sciences, Admissions Office, McGuinn Hall, Room 221, Boston College, Chestnut Hill, MA 02167. Applications are forwarded by the Graduate School to the Department of Education for review. The Department notifies accepted students of advisors, procedures, and necessary information regarding the program of study. Official notification of acceptance is sent by the Director of Admissions and Financial Aid in the Graduate School of Arts and Sciences. Upon acceptance, students are required to make a non-refundable deposit of \$100 which is credited toward their first semester of tuition.

A completed application consists of

- **Application Forms 1 and 2**
- **Resume**
- **Statement of Future Goals:** The statement should be submitted in the form of an essay which communicates both academic and professional goals. The length of the essay is determined by the applicant but is usually two to three pages.
- **Letters of Recommendation:** Two letters are required for Master's programs. Three letters are required for doctoral programs. At least two of the letters of recommendation should be academic. Professional recommendations are often appropriate, especially for applicants to doctoral programs, and may be submitted in addition to, but not in lieu of, the academic references. The doctoral program in Counseling Psychology requires that at least one letter of recommendation be written by a clinical supervisor.
- **Official College Transcripts:** Please note that transcripts issued to the student, even though stamped by the registrar, are not considered official. Transcripts must be submitted in sealed envelopes with the registrar's stamp affixed to the seal of the envelope.
- **Test Scores:** (MAT scores are reported to our office 2 to 3 weeks after the exam is taken; GRE's are reported in 4 to 6 weeks.) A new computer-based GRE is now available on a more flexible schedule. Scores from this version of the examination are often reported in two weeks. Please call the Educational Testing Service in Princeton, New Jersey, for more information.

Master's: The Master of Arts in Counseling Psychology and the Master of Science in Teaching Mathematics require GRE scores. All other Master's programs accept *either* the GRE or Miller Analogy Test.

Doctoral: The Ph.D. program in Counseling Psychology requires the GRE score (quantitative, verbal and analytic) only. No subject test is required. All other doctoral programs require *both* the GRE and MAT scores.

Deferral of Admission

Admission may be deferred for up to one year. In order to qualify for deferral, the student must notify the following two offices in writing:

Graduate Admissions Office
Department of Education
Campion Hall, Room 103
Boston College
Chestnut Hill, MA 02167

Graduate School of Arts and Sciences
McGuinn Hall, Room 221
Boston College
Chestnut Hill, MA 02167

Prior to the semester in which the student matriculates, a letter must be sent to the Graduate Admissions Office in Education indicating the intent to matriculate. A copy of the letter and a non-refundable deposit of \$100 to be credited toward the first semester of study must be sent to the Graduate School of Arts and Sciences. If the student intends to matriculate in the fall semester, the letter and deposit are due by April 1. If matriculation will take place in the spring semester, the letter and deposit are due by November 1.

Because of the great volume of applications received each year by the Department of Education, there can be no assurances of deferred admission unless the above procedure is followed.

Time Guidelines for Filing Applications

In the Department of Education, some programs admit students on a rolling admissions basis. Most programs, however, have fixed deadlines. Please consult the following guidelines to determine the dates associated with the program to which you will apply.

Programs in Counseling, Developmental Psychology and Research Methods

Applicants to the doctoral program in Counseling Psychology must complete applications by January 1 for fall admission.

Applicants to the master's program in Counseling must complete applications by February 1 for fall admission.

Applicants to all other programs in Developmental and Educational Psychology and Educational Research, Measurement and Evaluation must complete applications by November 15 for spring admission and March 15 for fall admission.

Doctoral Programs in Curriculum, Administration, and Special Education

Applicants to doctoral programs in the Department of Curriculum, Administration, and Special Education must complete applications by March 15. The committee reviews doctoral applications to programs in this department in March. These programs include Higher Education Administration, School Administration and Curriculum and Instruction.

All Other Programs

Applicants to all other programs in Education are considered on a rolling admissions basis and are asked to complete applications by November 15 if they wish to be considered for spring admission and by April 15 if they wish to be considered for fall admission. This will assure a timely review and notification. **Applications will be accepted and reviewed after these dates, but cannot be assured a decision prior to the start of the semester of desired entry.**

Special Students (non-degree status)

Students who hold a baccalaureate degree and wish to take graduate-level courses in Education outside of a degree program may do so as a special student in the Department of Education. This is a non-degree status involving no determination about subsequent admittance to our degree programs, but it is often used as a means of exploring an interest in a given area.

Application Procedure for Special Students

A formal Special Student application, including official academic transcripts, must be completed prior to registration for classes. After you have submitted your application to the Graduate School of Arts and Sciences, McGuinn Hall, Room 221, please request that an official copy of your undergraduate/graduate transcript be mailed directly from your college or university to the Graduate School of Arts and Sciences. The transcript must be received by the Graduate School by the first day of classes. Registration will not be permitted if the application is not complete. Please consult the Academic Calendar in the back of this Catalog to determine when classes begin.

Although there is no limit on the number of courses a special student may take outside of a degree program, no more than four (4) of these courses, if appropriate, may be applied toward a degree program in the Department of Education. Courses taken as a special student are transferable only after official acceptance into a degree program, and with the consent of an advisor.

If you are interested in applying to a degree program (after taking courses as a special student), please contact the Department of Education Graduate Admissions Office for necessary information and application materials.

Registration Information and Course Restrictions for Special Students

Please note that certain restrictions apply to courses available to special students. Coursework associated with teacher certification or counseling psychology licensure (including practicum coursework) are reserved for degree students in these programs. If a student wishes to become certified, he or she must gain admittance to a Master's program in the desired area of certification. Other courses are restricted each semester in order to maintain class size. Please come to the Graduate Admissions Office in the Department of Education prior to registration each semester to obtain a listing of restricted courses. Special student course registration forms must be signed by the Graduate Admissions Officer in Education, Champion Hall, Room 103. Unsigned forms will not be processed by the Registrar.

Financial Aid

For a full description of available financial aid, please refer to the University section and to information in the Graduate School of Arts and Sciences section of this Catalog. A variety of fellowships, assistantships, grant funding, and awards are available to students in master's and doctoral programs in Education. Graduate assistantships, particularly for students pursuing doctoral or C.A.E.S. programs, are perhaps the most common forms of aid. However, several other aid programs are specifically designed for students in Education.

The Donovan Teaching Scholars program was established in 1991 to identify and support highly qualified students entering the teaching profession through one of our graduate certification programs. The program was created in honor of Rev. Charles F. Donovan, S.J. founding dean of the School of Education, whose concern for excellence in scholarship and teaching formed the basis of the Boston College tradition of teacher preparation. It is designed to prepare students from a variety of liberal arts and sciences backgrounds and requires no previous coursework in education. In addition to regular financial assistance available to all graduate students, a special award covering one third of tuition costs is offered to all Donovan Scholars.

The Teacher Education Award for Minority Students is a scholarship which offers varying amounts of tuition remission to academically talented American minority students pursuing master's level teaching programs. Some scholarship recipients are new to the teaching profession, while others are veteran teachers with extensive histories of service in the classroom. The program began in 1990 as an avenue for Boston College to address the critical shortage of African American, Hispanic, Asian, and Native American teachers in the nation.

The Graduate School also sponsors several full-tuition fellowships with stipends of up to \$11,000 per year, specifically for American minor-

ity group students in Education doctoral programs.

Applications mailed from the Graduate Admissions Office in Education include a special application for departmental assistantships. This application is returned with the admissions application and is kept with the file as it passes through the review process. If a favorable recommendation for admission is granted, the assistantship application is removed from the file and placed in a central holding file which is examined regularly by faculty and administrators who are seeking graduate assistants. You will be contacted for an interview if your application has been selected for consideration.

Course Meeting Times

With some exceptions, graduate courses in the Department of Education meet in the evening, in two time periods: 4:30 to 6:15 and 6:30 to 8:15.

Center for the Study of Testing, Evaluation and Educational Policy

In July of 1980, the Center for the Study of Testing, Evaluation, and Educational Policy was established to meet the measurement, research, and evaluation needs of local education agencies as well as those of government agencies, private foundations, and private corporations. The mission of CSTEEP is to advance the study of educational testing, evaluation, and policy so as to improve both the quality and the fairness of education. CSTEEP recently completed a study funded by the National Science Foundation on the impact of mandated testing programs on curriculum and instruction in elementary and secondary math and science education, with a particular emphasis on the impact on teachers with large percentages of minority students. A report of this study, *The Influence of Testing on Teaching Math and Science in Grades 4-12*, was published in October of 1992.

DEGREE PROGRAMS

The Department of Education offers the M.Ed., M.A., M.A.T.-M.S.T., C.A.E.S., D.Ed., and Ph.D. degrees. Graduate programs serve a dual purpose: 1) research—preparing students in a research-based knowledge of their profession with specialized competence in the evaluation of educational and psychological innovations and in basic quantitative research methodology; 2) practice—preparing students to apply knowledge in appropriate areas of specialization to practice in both academic and nonacademic settings.

With the exception of Counseling Psychology, all Master's programs may be pursued on either a part-time or full-time basis and must be completed within five years. A portion of the doctoral program may also be pursued part-time, providing that the year of residence is fulfilled and that the program is completed within eight years. A Certificate of Advanced Educational Studies (C.A.E.S.) must be completed within eight years.

Academically superior students may plan undergraduate studies so as to begin graduate work in the senior year. This may enable the student to graduate with a Bachelor's degree and the Master's degree in five years. Fifth year programs are available in various areas including Elementary or Secondary Education, Moderate Special Needs, Severe Special Needs, Visually Handicapped Studies, and Human Development. At present, there is limited Federal financial assistance for some graduate programs in Special Education.

A special Human Development/Social Work joint master's degree program is also available for a limited number of students. Students should consult the Graduate School of Social Work for information on requirements, prerequisites and applications at the beginning of their sophomore year. Students interested in this 3/2 program should apply to the Graduate School of Social Work at the end of their sophomore year.

Students interested in a Fifth Year Program should consult with the appropriate program coordinator early in their junior year. Without proper advisement and early acceptance into a Master's degree program, students will be unable to complete the program in five years.

The Department of Education is itself comprised of two Departments: The Department of Counseling, Developmental Psychology and Research Methods (Mary Walsh, Ph.D., Chair), and The Department of Curriculum, Administration and Special Education (John F. Savage, Ed.D., Chair).

Programs and Requirements

Master of Education Degree

The Master of Education is awarded in the areas of Early Childhood Teaching, Elementary Teaching, Secondary Teaching, Educational Research, Measurement and Evaluation, Reading Specialization, Curriculum and Instruction, School Administration, and Special Education (Moderate Special Needs, Severe Special Needs, Educator of the Visually Handicapped, and Multihandicapped and Deaf/Blind Studies). Areas of specialization are detailed within the program descriptions which appear below.

Each student is required to pass a comprehensive examination upon conclusion of course work.

All courses in the three hundred sequence (300-399) are open to both Master's students and advanced undergraduates. Courses in the three hundred sequence cannot normally be used toward the C.A.E.S. or doctorate. Courses carry either a "PY", "ED", or "ED/PY" prefix. Courses listed "PY" are psychology courses in education. Courses listed as "ED" are education courses. Courses listed "ED/PY" may be taken as either psychology in education or education courses.

Master of Arts in Teaching and Master of Science in Teaching Degrees

The M.A.T./M.S.T. degree programs are designed for students who have graduated with a major or minor in liberal arts or sciences and who wish to prepare for teaching in the secondary school, for experienced teachers in secondary schools, and for recent college graduates already prepared to teach at the secondary level.

Students may prepare in the following disciplines: Biology, Chemistry, Geology (Earth Science), Physics, English, History, Mathematics, French, and Spanish. Programs are described under the section on Secondary Teaching Specialization.

Master of Arts Degree

The Master of Arts degree is given in the areas of Counseling, Human Development and Developmental/ Educational Psychology, Early Childhood Education, and Higher Education Administration.

Certificate of Advanced Educational Specialization (C.A.E.S.)

A Certificate of Advanced Educational Specialization is a terminal degree available in selected areas of study, providing students with opportunities to build on prior graduate work. The C.A.E.S. involves a planned program of study consisting of 30 credit hours beyond the Master's degree. Comprehensive examinations are required. Programs of study should be planned with appropriate program coordinators and completed within eight years.

Doctor of Philosophy Degree

A formal doctoral program of study is defined as a minimum of 84 graduate course credits earned subsequent to receipt of the Bachelor's degree. See the following descriptions of doctoral programs for course credits needed to complete specific programs. Students possessing a Master's degree at the time of their admission to doctoral studies may be permitted to apply up to 30 graduate course credits toward this minimum of 84. No more than 6 additional graduate course credits earned prior to admission to a doctoral program may be transferred.

Upon admission to a doctoral program, the doctoral student will be assigned an academic advisor.

The doctoral program of studies will be designed by the student in consultation with his or her advisor during the first semester of coursework. One year of full-time residence, defined as 12 credit hours of coursework in each of two consecutive semesters, is required. Doctoral students in Counseling Psychology are required to complete three years of full-time residency. A major field of concentration consisting of at least 30 graduate course credits must be included in the program of studies. One or two minor fields of concentration may be included, at least 9-12 graduate course credits being necessary to constitute a minor. Six credits of dissertation-related coursework are required (customarily Dissertation Departmental Seminar and Dissertation Direction).

The "Research Sequence" on the Doctoral Program of Studies Form lists the specific departmental requirements. This form may be obtained in the office of the Associate Dean of the School of Education. The program of studies for Counseling Psychology students is available in the office of the Counseling Developmental Psychology and Research Methods (CDPRM) Department, Campion 309.

Upon matriculation, all doctoral students must obtain a copy and assume responsibility for the contents of the Doctoral Handbook, also available at the office of the Associate Dean of Education. The Handbook contains essential information regarding all procedures to be followed within the doctoral program. Counseling Psychology and Developmental Educational Psychology students should also consult the program handbook available in the Department office, Campion 309.

Certification and Licensure

Many of the curriculum and instruction programs offered by the Department of Education have been designed to comply with current standards leading to professional certification for educators in the state of Massachusetts. Through the university's accreditation by the National Council for the Accreditation of Teacher Education (NCATE) and the Interstate Certification Compact (ICC), a program of study leading to educator certification in Massachusetts will also provide graduates, through reciprocity, with facilitated opportunities for certification in most other states. **However, certification regulations in Massachusetts are changing effective October 1, 1994, and students should plan programs carefully in light of these changes.** Students should realize that certification is ultimately granted by the states and that the requirements are subject to change by the state. Especially in the cases of out-of-state students, it is the responsibility of the student to ascertain whether certification will be granted by a given state following completion of a particular program. The Field Office can help with most teacher certification questions.

Degree programs in counseling psychology often provide many of the professional education prerequisites for licensure in some of the states, including Massachusetts. Students are encouraged to check the requirements for the states in which they eventually hope to obtain licensure to ascertain those requirements. The CDPRM office can help with questions about counseling licensure.

Students With Handicapping Conditions

It is the goal of the School of Education to successfully prepare for both receipt of a degree and state certification or licensure any qualified individual who strives to meet these objectives regardless of handicapping conditions. The University accepts the affirmative duty to take positive steps to train handicapped persons and to assist them in career advancement. After an evaluation

of a student's capacity to perform the essential program functions, the University will engage in any reasonable accommodation within its program that would allow a qualified student with a handicapping condition to complete the program successfully and to obtain certification or licensure so long as such accommodation does not result in waiver of competencies required for graduation, certification, or licensure.

Programs in Counseling Psychology

Programs in Counseling Psychology are housed in the Department of Counseling, Developmental Psychology and Research Methods (CDPRM).

Programs in Counseling Psychology have as a mission the preparation of counselors at the Master's level and counseling psychologists at the Ph.D. level for competent professional functioning in schools, universities and a variety of non-school health care delivery settings. The Ph.D. program has full accreditation from the American Psychological Association.

The primary focus of the multi-level program is on the facilitation of healthy functioning in clients and a respect for individual and cultural differences. Competencies are developed in psychological theories of personality and behavior, human development, counseling strategies and career development. Developmental concepts are integrated with supervised practice through field placements and varied instructional approaches.

The two-year full-time Master's degree program prepares counselors for entry-level positions in agency and school settings. The thrust in these programs is essentially proactive and developmental: working with basically healthy individuals to prevent serious problems, together with developing an ability to recognize problems and refer individuals with serious difficulties to appropriate facilities. The application deadline for all Master's programs in Counseling is February 1.

The doctoral program in Counseling Psychology, through advanced coursework and supervised internships, builds on prior graduate training and professional experience. Utilizing a developmental framework, the program helps students acquire the following competencies: ability to comprehend and critically analyze current literature in the field; understanding of major theoretical frameworks for counseling, personality and career development; skills to combine research and scientific inquiry; knowledge and practice of a variety of assessment techniques; respect for and knowledge of diverse client populations; ability to provide supervision, consultation and out-reach; and demonstrated competencies with a variety of individual and group counseling approaches in supervised internships. The doctoral program is designed to meet eligibility requirements for licensure as a psychologist and to help develop a commitment on the part of the student to the ethical and legal standards of the profession including sensitivity to individual, gender and cultural differences. The application deadline for the doctoral program is January 1.

Details of the available graduate programs in this area are provided in the descriptions which follow and in the handbooks available in the CDPRM office.

Master of Arts in Counseling

Coordinator: *James Mahalik*

The Master of Arts degree in Counseling is a two-year full-time program designed for candidates who wish to work in mental health agencies or in school settings. The first year of the M.A. program is devoted to course work. The second year includes a full-year half-time practicum placement and the completion of remaining academic requirements.

Prerequisites for enrollment in the Master of Arts program in Counseling consist of evidence of undergraduate preparation in personality theory, research methods and basic statistics, and developmental psychology. Students who have not met the prerequisites will be expected to choose appropriate electives in their Master's program to fulfill these requirements.

Candidates will select the Mental Health Counselor or School Counselor option. The Mental Health Counselor sequence of study reflects the professional standards recommended by the American Association of Counseling and Development and the Massachusetts Board of Allied Mental Health and Human Service Professionals. The School Counselor sequence is designed to meet the professional standards recommended by the Interstate Certification Compact (ICC), the National Council for Accreditation of Teacher Education (NCATE), and the Massachusetts Department of Education. This program also provides the educational requirements for certification in other states accepting ICC and NCATE approvals. Certification requirements are granted by the State Department of Education and are subject to change by the State.

Within the Mental Health Counselor option, students may focus more intensively on children/adolescents or on adolescents/adults. Similarly, in the School Counselor option, students may select the elementary/middle school track (Grades N-9) or the middle/high school track (Grades 5-12). The options must be selected at the beginning of coursework since they follow prescribed curriculum standards.

The two options contain a common core of counseling courses, followed by two semesters of counseling practicum/internship requiring a field placement of 525 clock hours (which includes prepracticum) for the School Counselor option and 700 hours for the Mental Health Counselor option. Practicum usually requires two to three days per week during regular work hours. Students unable to meet this requirement should not apply to this program. For the school option, practicum placements must be in a comprehensive school system. There are no waivers or exceptions to the above.

The list of specific courses required for the M.A. in counseling is available in the CDPRM department office.

Doctoral Programs in Counseling Psychology (APA accredited)

Director of Training: *Maureen Kenny*

Doctoral applicants are required to have a Master's degree in Counseling or a closely related field, with a completed core program commensurate to our Master's counseling sequence, including a minimum of 400 clock hours of supervised counseling practicum. The full-time, three-academic-year doctoral program (Ph.D.) in Counseling Psychology is accredited by the American Psychological Association and is designed to qualify candidates for membership in that organization and Division 17 (Counseling Psychology). The program provides many of the professional pre-doctoral educational requirements for licensure as a counseling psychologist in the Commonwealth of Massachusetts and for inclusion in the National Register of Health Care Providers. However, licensure requirements in Massachusetts include an additional year of post-doctoral supervised experience. The deadline for completed applications for fall admission in Counseling Psychology is January 1 of that year. Admission decisions are made by April 15.

Admission to the doctoral program presumes the completion of requirements for the M.A. degree in Counseling. The entering doctoral student who has not completed all of the requirements for the M.A. in Counseling, listed under the headings above, must complete them during the initial year of enrollment in the doctoral program. Decisions regarding this aspect of the student's coursework will be based on a review of the student's background by the assigned advisor.

Once admitted, doctoral students are required to complete courses in each of the following broad areas which fulfill the basic professional training standards: Scientific and Professional Ethics and Standards, Research Design and Methodology, Statistical Methods, Psychological Measurement, History and Systems of Psychology, Biological Bases of Behavior, Cognitive-Affective Bases of Behavior, Social Bases of Behavior, Individual Differences, Professional Specialization.

Practicum and Internship

During their first year, students should work with their advisors to complete a program of studies which must be filed both with Counseling Psychology and with the Associate Dean of Education.

Departmental requirements for the Ph.D. also include passing computer-related competencies and doctoral comprehensive examinations at the end of coursework, the successful defense of a dissertation and completion of approved advanced practica and internship. The doctoral handbook is available in the Counseling, Developmental Psychology and Research Methods office.

Programs in Developmental and Educational Psychology

The theoretical orientation of the program in Developmental and Educational Psychology is life-span developmental psychology. The programs are designed to develop expertise in theory,

research and educational intervention with children, adolescents and adults.

Three degrees are offered: a Master's program leading to an M.A. or M.Ed. degree in Developmental and Educational Psychology, with options in human development and educational psychology (M.A.), early childhood specialist (M.A.), and early childhood teacher (M.Ed.); a C.A.E.S. in any of these options; and the Ph.D. in Developmental and Educational Psychology.

Master's Program in Developmental and Educational Psychology

Students in all master's options must take PY 414 Learning, Learning Theory, and Development and PY 416 Child Psychology as their core within the Program.

1. Human Development and Educational Psychology Option

Coordinator: *John Dacey*

This option focuses on the unique characteristics, crises, and developmental tasks of people at specific periods in their lives. This includes the social, affective, biological, and cognitive factors that affect development. The program is designed for those pursuing knowledge of theory and research in the area of life-span development and for those practitioners (counselors, nurses, personnel specialists, teachers, social workers) seeking a greater understanding of the populations they serve. This option does not lead to a specific licensure or certification. Those possessing a degree in this option are employed in a number of developmentally oriented settings, e.g. residential care centers, prisons and corrections centers, children's museums and parks, adult and industrial educational facilities, personnel departments, governmental offices, and hospitals. They also are prepared to serve as educational instructors and/or consultants in these settings.

Required Courses:

- PY 414 Learning, Learning Theory, and Development
- PY 415 The Psychology of Adolescence
- PY 416 Child Psychology
- PY 417 Adult Psychology
- ED/PY 460 Interpretation and Evaluation of Research

The remaining 5 courses are electives and may be chosen from Education, Management, Counseling Psychology, Psychology or Social Work. The program is designed to maintain maximum flexibility to suit individual needs. Students work closely with a faculty advisor to design their programs which should be done in the first semester of matriculation. A student handbook is available, which details the elective option.

2. Early Childhood Specialist Option

Coordinator: *Beth Casey*

The Early Childhood Specialist option prepares students as early childhood specialists within a variety of fields which involve working with young children. The required courses are designed to provide a strong conceptual understand-

ing of developmental issues in general as well as a specific concentration on young children. In addition students may select electives to develop their own particular focus. Students who are interested in working with children in day-care centers and nursery schools should select at least two methods courses as part of their program (ED 316, 430, 520, or 521).

A careful combination of courses and field experience can prepare graduates for a variety of positions, such as teacher of preschool, director of day-care and early intervention programs, or member of multi-discipline teams in research, government and hospital settings. This program does not lead to certification. Those interested in certification should choose the Early Childhood Teacher option. A list of required courses is available from the CDPRM Department office, Campion 309.

3. The Early Childhood Teacher Option (Certification): (Kindergarten to Grade 3)

Coordinator: *Beth Casey*

The Early Childhood Teacher option is appropriate for those students without elementary school certification who wish to be prepared to teach normal and mildly handicapped children in regular settings, pre-kindergarten through third grade. Students who wish to be prepared for teaching children in first through sixth grade should select the elementary education program. Students are advised that certification requirements are granted by the State Department of Education and are subject to change by the state.

All students are required to complete a total of 38 credits. These courses include foundation courses, a special education course dealing with children with special needs, methods courses, two field-based prepractica, 6 credits of student teaching, and a course on family-school relations. A list of required courses is available from the CDPRM Department office, Campion 309.

For the practica, students may take their field placement at the preschool through third grade levels. At least 3 methods courses must be taken in conjunction with the field-based prepracticum.

Ph.D. Program in Developmental and Educational Psychology

The doctoral program in Developmental and Educational Psychology educates both researchers and practitioners. The program faculty are committed to promoting students' understanding of the processes involved in cognitive and affective development. A primary focus of the program content is the origin and nature of diversity in gender, race, ethnicity and physical and mental challenges. Individual development is examined in relation to social factors and the interaction of biological and environmental factors. Educational and human service applications are emphasized, and work with diverse populations in underserved communities is a major focus. The faculty bring four areas of specialization to these central themes: 1) early childhood with a focus on the development of social competency and critical thinking skills, 2) cognitive psychology, with a

focus on learning styles, creativity, and neuropsychological applications, 3) ethical decision making and values and character formation, and 4) the social context of development, focusing on the interdependence of individuals, peers, family, community, and culture. The range of careers available to Developmental and Educational Psychology graduates with a Ph.D. includes university teaching, research, consultation and positions in business, governmental agencies, and human service organizations.

The curriculum requires that students take courses in development across the lifespan. In addition students develop expertise in the following areas: social, affective and cognitive development, individual differences, cognition and learning, cultural context of development, research methods, and statistics.

Courses that satisfy these requirements are listed in the doctoral handbook for Developmental and Educational Psychology available in the Counseling, Developmental Psychology and Research Methods office.

Programs in Educational Research, Measurement and Evaluation

Coordinator: *Peter W. Airasian*

Programs in Educational Research, Measurement and Evaluation are housed in the Department of Counseling, Developmental Psychology and Research Methods.

The program in Educational Research, Measurement and Evaluation is designed to prepare researchers with specialized competence in testing, assessment, the evaluation of educational programs and in basic quantitative research methodology for the social sciences and human services. Graduates of the program are qualified for academic positions in university departments of education and social sciences. They are also qualified for research positions in universities, foundations, local education agencies, state and regional educational organizations, and in research and development centers.

M.Ed. Program

A minimum of 30 semester hours and satisfactory performance on a comprehensive examination are required for the M.Ed. degree.

Core requirements:

- PY/ED 460 Interpretation and Evaluation of Research
- PY/ED 468 Statistics I
- PY/ED 469 Intermediate Statistics
- At least three of the following should be taken:
ED 462 Construction of Achievement Tests
ED 466 Models of Curriculum and Program Evaluation
ED 467 Practical Aspects of Curriculum and Program Evaluation
ED/PY 565 Quantitative Data Collection Procedures
ED/PY 851 Quantitative Research Methodologies

• The M.Ed. student will also generally take at least one course in Developmental and Educa-

tional Psychology and one in Philosophy or History of Education.

Ph.D. Program

This program prepares researchers with specialized competence in testing, assessment, the evaluation of educational innovations and in basic quantitative social science research methodology. A minimum of 54 credits beyond the M.Ed. is required. Emphasis is on the application of research design and statistical methods in making measurements and drawing inferences about educational and social science problems, with special attention given to methods of testing, assessment, data collection and analysis of data. Training and experience is provided in the use of computers in statistical analysis. However, since the important issues in these areas require more than technical solutions, the program also attends to non-technical social, ethical, and legal issues. Knowledge of a computer language is gained by all students.

Students are expected to develop a basic understanding of modern techniques of test construction and evaluation, design of research and experiments, univariate and multivariate statistical analysis of data, and psychometric theory.

Care is taken to design programs of study and experience according to the individual student's needs, interests and goals.

Students may have a minor in Developmental and Educational Psychology, Special Education, Computer Science and Management, Educational Administration, or other areas.

Requirements

In addition to the courses required for the M.Ed. in Educational Research, Measurement and Evaluation, the following core courses will normally be included in each program:

- PY/ED 664 Design of Experiments
- PY/ED 667 Introduction to Multivariate Statistical Analysis
- PY/ED 668 Topics in Multivariate Statistical Analysis
- PY/ED 669 Psychometric Theory
- PY/ED 829 Design of Research
- PY/ED 851 Qualitative Research Methodologies
- PY/ED 860 Survey Methods in Social and Educational Research
- PY/ED 861 Construction of Attitude and Opinion Questionnaires
- ED 960 Seminar in Educational Research, Testing, and Measurement

An internship in Educational Research may be included in a student's program; this consists of a half-time assignment to a school system, social agency, or on-campus research or evaluation agency involved in curriculum experimentation, change, evaluation or social science research. Supervision of the internship is provided by professors of Educational Research.

Programs in Curriculum, Administration, and Special Education

Programs in Curriculum, Administration, and Special Education (CASE) prepare educational leaders for instructional and administrative roles in public and private schools, and in institutions of higher education, and in related organizations. The intent is to provide a blend of scholarship, disciplined inquiry and professional experiences that will develop sound understandings, practical skills, ethical values and social responsibilities required of competent educators.

The Department of Education offers three different levels of graduate degrees in this area: Master's degrees (M.Ed., M.A.T., M.S.T., and M.A.); Certificates of Advanced Educational Specialization (C.A.E.S.); and Doctoral degrees (Ph.D. or, for graduates of the Professional School Administrator Program, Ed.D.) Student programs are individualized under the guidance of an advisor, with special consideration given to each student's career goals and any certification requirements that might exist for the position for which the student is preparing.

Details of the available graduate programs in this area are provided in the descriptions which follow.

Areas of Concentration

Programs and courses in CASE are designed to prepare educators in the area of elementary and secondary teaching, special education, and in the area of school and higher education administration.

Teacher preparation programs are designed for individuals interested in working in elementary and secondary schools both public and private. Boston College has earned a distinguished reputation for preparing outstanding classroom teachers and special educators in theoretical and practical dimensions of instruction.

Programs in Educational Administration prepare students for leadership positions in school systems, and programs in Higher Education prepare students to assume administrative roles in post-secondary institutions. The Catholic Leadership Program offers special opportunities for administrators who desire to further their spiritual and professional growth.

Certification

Boston College offers programs designed to prepare students for certification at the Master's, C.A.E.S., and Doctoral levels. Students may enroll in courses leading to application for certification as a degree candidate. Programs are approved by both the Interstate Certification Compact (ICC) and the National Council for the Accreditation of Teacher Education (NCATE), allowing students easier access to certification outside Massachusetts through reciprocity in most other states.

Certification regulations are set by the state and are subject to change. **Effective October 1, 1994, certification regulations in Massachusetts are changing substantially. However, Boston College will continue to offer programs that will enable students completing degrees prior to September 1994 to meet cer-**

tification requirements under the existing regulations. Programs that enable students to meet the new Massachusetts requirements that will take effect in October 1994 are also being offered. **Students should carefully plan programs in consultation with the appropriate program advisor to ensure that degree requirements and certification requirements are both fulfilled.**

Students who plan to seek certification in states other than Massachusetts should check the certification requirements in those states.

Following is a list of certification areas and the Program Coordinator for each.

Elementary Teaching : *Maryalyce Gilfeather*

Secondary Teaching : *Kilburn Culley*

Consulting Teacher of Reading: *John F. Savage*

Supervisor/Director: *Ralph Edwards*

School Principal: *Ralph Edwards*

Field experiences are an essential part of the curriculum in certification programs and should be planned with the respective program coordinator early in the student's program. The Field Office arranges many program field components, while program faculty are involved in arranging others. Each field assignment must be applied for during the semester preceding the one in which it is to occur. Application deadlines for full practica are November 1 for spring assignments and March 15 for fall assignments. Application deadlines for prepractica are November 30 for spring assignments and April 15 for fall assignments.

The facilities utilized by the Field Office for field assignments are located in Boston and neighboring areas. Students are responsible for providing their own transportation to and from these facilities. In addition to the local field sites, a limited number of field placements in teaching are available in out-of-state and international settings, including Arizona and Maine (Indian reservations), Great Britain, Ireland, Switzerland, Spain, Germany, and France.

The Field Office arranges field placements only for students enrolled in teacher certification degree programs.

DEGREE PROGRAMS

Master's Degree Programs

Three different Master's degrees are offered in the area of CASE: M.Ed., M.A.T./M.S.T., and M.A. The Master of Education degree (M.Ed.) is offered with six areas of specialization: curriculum and instruction, elementary teaching, secondary teaching, special education, school administration and supervision, reading instruction, and Catholic School Leadership. The Master of Arts in Teaching (M.A.T.) and Master of Science in Teaching (M.S.T.) degrees are offered with specialities in secondary education. The Master of Arts degree (M.A.) is offered in the area of higher education, with concentrations in either administration or student development. Following is a description of each degree program. Further pro-

gram information can be acquired by contacting the program advisors.

1. Curriculum and Instruction

Program Advisor: *Michael Schiro*

The Master's degree program in Curriculum and Instruction consists of a planned program with a minimum of 30 graduate credit hours. Two basic courses are required:

- ED 421 Instructional Theory
 - ED 578 Curriculum Theory (for beginning students) or ED 720 Curriculum Theory and Philosophy (for advanced students)
- The remaining courses are planned in consultation with the advisor to meet each candidate's career goals and needs. Programs normally consist of course work and related experiences in issues in curriculum and instruction, program evaluation, and areas of academic specialization. Candidates have considerable flexibility in combining areas of study.

These degree programs do not normally lead to certification.

2. Elementary Teaching

Program Advisor: *Maryalyce Gilfeather*

Two programs are currently offered for students preparing for elementary teaching, one for students who will complete requirements prior to October 1, 1994, and one for students who will finish their course of study after that date. **Students should carefully plan programs in consultation with the appropriate program advisor to ensure that degree requirements and certification requirements are both fulfilled.**

Prerequisite for both programs is a college degree with a major or minor in one of the subjects taught in the elementary school or the equivalent. The course of study for both programs includes foundations courses, professional courses, and field experiences. **For students completing programs after October 1994 programs will be designed to lead to full certification in Massachusetts as elementary teachers. Students should carefully plan courses of study with the program advisor to ensure that requirements for the degree and for certification are met.**

3. Secondary Teaching

Program Coordinator: *Kilburn Culley*

Students in secondary education can pursue either a Master of Education (M.Ed.) degree, a Master of Arts in Teaching (M.A.T.) or a Master of Science in Teaching (M.S.T.). The choice of degree program is often determined by the amount of undergraduate coursework in which he or she plans to teach.

The M.Ed. program is designed for students who have completed a full undergraduate major in the subject they wish to teach. When students have completed an undergraduate major or 36 hours in the discipline, they are able to pursue a full graduate program in Education and build a stronger pedagogical base. The M.Ed. program involves a planned 32 credit-hour course of study consisting of eight courses (not more than two of

which are outside of Education), two prepracticum field experiences, a full semester practica and seminar.

The M.A.T/M.S.T program normally consists of a balance of five graduate courses in a subject area and five graduate courses in Education, plus two prepractica and a full semester practicum and seminar. Students select courses in the discipline with an eye to certification requirements and areas of interest. Courses of study are carefully planned with a program advisor.

As in the case of other teacher certification fields, two programs are currently offered for students preparing to be high school teachers, one for students who will complete requirements prior to October 1, 1994, and one for students who will finish their course of study after that date. **Students should carefully plan programs in consultation with the appropriate program advisor to ensure that degree requirements and certification requirements are both fulfilled.**

4. Programs in Special Education

The mission and purpose of programs in Special Education is the preparation of outstanding professionals to work with, or on behalf of, individuals with disabilities. Programs are designed to offer students sound theoretical and conceptual bases for the variety of interventions and services needed to educate individuals with disabilities. Because Boston College is committed to service of the larger community, Special Education faculty maintain a close working relationship with school programs and institutions that serve the needs of a variety of learners with disabilities including Perkins School for the Blind, Boston Children's Hospital, the Carroll Center for the Blind, Franciscan Children's Hospital, Boston College Campus School for Multihandicapped Students, and other agencies beyond the Greater Boston area.

As with certification in other teaching programs, two programs are currently offered in all areas of Special Education teacher preparation, one for students who will complete requirements prior to October 1, 1994, and one for students who will finish their course of study after that date. **Students should carefully plan programs in consultation with the appropriate program advisor to ensure that degree requirements and certification requirements are both fulfilled.**

4a. Moderate Special Needs (Learning Disabilities, Mild Retardation and Behavior Disorders)

Coordinator: *Jean Mooney*

This program prepares specialists who will provide direct and indirect services to children within regular classrooms, resource rooms and substantially separate classes in public or private schools. The population served by these specialists is classified in some states as learning disabled, mildly retarded or behaviorally handicapped. This program, however, is based on a non-categorical model focused on educational need rather than category of handicapping condition. No previous teaching experience is required. Stu-

dents select an Elementary or a Secondary focus. Financial Aid is available in the form of paid prepracticum and practicum experiences in local school systems as well as various programs administered through the Financial Aid Office. Entry into the program may be at one of three levels:

Level I: Students with no previous background in education select a sequence of courses leading to certification in Elementary Education prior to coursework in Special Education.

Level II: Students already certified in Elementary or Secondary Education complete the requirements for certification in Moderate Special Needs (30 to 36 credits.)

Level III: Students already certified in Elementary or Secondary and Moderate Special Needs complete a program planned according to the student's past experiences and career goals (30 credits).

In any of the above Levels, adjustments in requirements can be made for prior coursework through a test-out and waiver process. Students employed in an appropriate Moderate Special Needs program in a public or a private school may, with the approval of the Director of Field Experiences and the Massachusetts Bureau of Teacher Certification, complete the internship requirements within their work settings. The Moderate Special Needs program offers the M.Ed. degree and/or the Certificate of Advanced Educational Specialization. A list of required courses is available from the program coordinator.

4b. Severe Special Needs Program

Coordinator: *Philip DiMattia*

The Severe Special Needs Program is a graduate level program which leads to a Master's degree in Special Education and prepares students to work with a spectrum of severely disabled students from preschool through older adolescence in a variety of education settings.

Both formal coursework and multiple field experiences are included in the program. Through advisement, opportunities for hands-on experiences are made available in the Boston College Campus School for Multihandicapped Students.

Students may be enrolled on a full- or part-time basis. For those students employed in approved Severe Special Needs programs, practicum requirements may be completed within the work setting.

The program of study expands and builds upon a prerequisite education foundation through the development of competencies that are research and field-based and consistent with professional standards of the field.

4c. Educator of Students with Visual Impairments

Coordinator: *Richard M. Jackson*

Students are prepared as teacher/consultants to work with visually impaired children and youth in a variety of educational settings: regular classrooms, resource rooms, and special classes. Through academic coursework and practical experiences, students are prepared to work

with totally blind or low vision children. Consideration is also given to the child with concomitant disabilities. Applicants lacking teaching credentials may incorporate the necessary coursework for certification into their program of studies.

Students with elementary or secondary certification pursue a 36-credit hour (approximately) program of study which can be completed in one academic year and one summer. For students who have an undergraduate degree in Education of the Visually Handicapped, an individually designed program may be planned to broaden and improve proficiencies in working with exceptional children. Graduates earn an M.Ed. degree and most are eligible for Massachusetts state teacher certification (ICC and NCATE approved). A list of required courses is available from the program coordinator.

4d. Educator of the Multihandicapped and Deaf/Blind

Advisor: *Barbara McLetchie*

Boston College has a long history of preparing specialists to work with infants, children, and youth who have multiple disabilities, including deaf-blindness. Graduates of this program are serving individuals with multiple disabilities in a variety of roles throughout the United States and other countries. The Multihandicapped and Deaf/Blind specialty leads to an M.Ed. degree or a C.A.E.S. The focus of this specialty is on children who are functioning at a pre-academic level. Practical experiences working with individuals with multiple disabilities and deaf-blindness are important components of this specialty. Students may choose a particular focus (e.g. infant stimulation, adolescence, pre-vocational, young children, etc.). Students enter the specialty at one of three levels:

Level I: Students with no previous preparation in special education must complete a program of study beyond 30 credit hours to complete the requirements for the M.Ed. degree and certification as a Teacher of Students with Severe (Intensive) Special Needs.

Level II: Students with undergraduate majors and certification in Severe Special Needs can complete a 30-credit hour sequence for the M.Ed. degree.

Level III: Students with M.Ed. degrees in Severe Special Needs can complete a 30-credit hour sequence for the C.A.E.S.

Additionally, students with undergraduate study in some area of special education may enter this specialty. Coursework and credits leading to an M.Ed. depend upon an evaluation of previous coursework and experience. Many students also choose to pursue coursework leading to certification as a Teacher of Students with Vision Impairments.

Adjustments in course selection and sequence will be based upon an evaluation of each student's previous preparation and experience. A list of required courses is available from the program advisor.

5. School Administration and Supervision Specialization

This specialization consists of a minimum of thirty (30) graduate credit hours which include seven required courses in Educational Administration and Supervision and three electives.

The seven courses are chosen, in consultation with one's academic advisor, from the following:

- ED 450 Introduction to Educational Administration
- ED 451 Personnel Administration
- ED 452 School Finance
- ED 453 The Elementary School Principalship
- ED 454 The Junior High and Middle School Principalship
- ED 455 The Secondary School Principalship
- ED 456 Legal Aspects of Educational Administration
- ED 458 Education and the Political Process
- ED 459 Clinical Supervision
- ED 523 Administrative Supervision
- ED 578 Curriculum Theory

The three elective courses are usually chosen from departmental offerings. If a student is seeking certification in one of the four approved school administrative areas, a Practicum in Educational Administration and Supervision (ED 750) may be taken as an elective course. Certification requirements are subject to change by the states and are scheduled to change in Massachusetts on October 1, 1994.

6. Catholic School Leadership Specialization

Program Advisor: *Clare Fitzgerald, S.S.N.D.*

The Catholic School Leadership Program (CSLP) has been designed in response to an expressed need to assist Catholic school teachers and administrators in their unique role of bringing new vision to Catholic schools. The specialization focus is on futuristic planning grounded in the practical aspects of administration and enlivened by the hope of the Christian message. Courses in the CSLP are offered during a five-week summer semester (1 two-week session and 1 three-week session), along with academic year courses in the fall and spring semesters.

Practicing or prospective administrators and interested teachers, lay or religious, may obtain a Master's Degree in Education (30 credits) or a Certificate of Advanced Educational Study (30 credits beyond the Master's degree). This program does not lead to state certification. The program permits one to pursue advanced, in-depth study in the field of education while integrating it with such interests as psychology, business management, theology, and educational technology.

Selected courses offered through the Theology Department, the Institute of Religious Education and Pastoral Ministry and the School of Management may be taken with the approval of the advisor.

7. Graduate Reading Program

Program Advisor: *John F. Savage*

The Graduate Reading Program consists of a series of courses and related practicum experiences designed to help classroom teachers and resource room specialists increase knowledge and increase skill as teachers of literacy. The program is designed to enable candidates to meet Massachusetts certification standards for Consulting Teacher of Reading. The program is also approved by ICC and NCATE, and it conforms to the guidelines of the International Reading Association.

Two programs are currently offered for students preparing to be reading specialists, one for students who will complete requirements prior to October 1, 1994, and one for students who will finish their course of study after that date. Under new certification regulations for Massachusetts, provisionally certified teachers can complete requirements for full certification as an elementary or secondary teacher and as a Consulting Teacher of Reading at the same time. Full certification as a Consulting Teacher of Reading, however, requires a minimum of one year of teaching experience. **Students should carefully plan programs in consultation with the program advisor to ensure that degree requirements and certification requirements can be met.**

8. Higher Education Specializations: Administration and Student Development

Program Advisor: *Mary Griffin*

A minimum of 30 semester hours of course work is required for the M.A. degree. These degree requirements may ordinarily be completed in 2 semesters and a summer of full-time study.

The purpose of the M.A. program is to provide preparation in Higher Education for middle managers to be employed in the offices of college and university administrators: the president, vice-president, and deans of academic and student affairs and in public administration situations; the registrar, admissions, and financial aid; student development and residence life development, alumni, and public relations. The curriculum is designed to give the student professional preparation for positions in community and junior colleges, universities, technical institutes and other post-secondary institutions.

Required Courses:

- ED/PY 460 Interpretation and Evaluation of Research
- ED 770 History and Theory of Higher Education
- ED 771 Organization and Administration of Higher Education
- ED 772 Student Personnel/Development Programs in Higher Education
- PY 778 Theories in Student Personnel/Development
- ED 975, Internship in Higher Education, is required for students who have had no experience in institutions of higher learning or who wish to explore alternative areas of specialization in higher education administration or student affairs.

Candidates see their faculty advisors for placements.

Electives are to be chosen from related areas, by advisement. Programs will be arranged on an individual basis by the program advisor. Care is taken to design programs of study and experience according to the individual student's needs, interests and goals.

Certificate of Advanced Educational Specialization in Curriculum, Instruction and Administration

The C.A.E.S. is designed for currently practicing educators who already have a Master's degree and who do not plan to pursue a doctoral degree, but seek a higher degree of specialization or professional certification in a particular field. Following are the general areas of specialization and their respective advisors:

- School Administration and Supervision
Advisor: *John Savage*
- Curriculum and Instruction
Advisor: *Michael Schiro*
- Catholic School Leadership
Advisor: *Clare Fitzgerald, S.S.N.D.*

Doctoral Programs in Curriculum, Administration and Special Education

The doctoral program in Curriculum, Administration and Special Education is designed for people seeking leadership roles within a variety of educational settings. The program offers candidates flexibility in selection of courses while providing them with the opportunity to develop strong leadership skills.

The program offers three major areas of specialization: Educational Administration, Curriculum/ Instruction, and Higher Education.

Doctoral programs contain four components: a core of basic required courses, an area of specialization, a practicum or internship, and a dissertation. Requirements for each component are described below.

Core

The core covers three areas: Schooling, Human Resources Management, and Research/Evaluation. Because programs of study are individually planned according to each candidate's background and goals, specific courses within these areas differ from program to program. Courses are selected in consultation with advisors. (See the course descriptions which follow.)

The purpose of the *Schooling Core* is to assist doctoral students in learning how to articulate and effectively act upon curriculum and instruction issues, evaluate curriculum and instruction practices, implement planned organizational and instructional change, obtain financial and organizational support, and help others develop innovative ideas, practices and materials. Candidates take four courses in the Schooling Core: one in *Curriculum Theory* (ED 720 or 873); one in *Theories of Instruction* (ED 421 or 773); one in *Educational Change* (ED 819 or ED 729); and one in *Program Evaluation* (ED 466, 467 or 561).

The purpose of the *Human Resources Management Core* is to help students understand and manage human behavior. This includes enabling students to obtain an

understanding of administrative and supervisory roles, the ability to work with students in all aspects of student affairs, skills in supervising personnel, and an understanding of the legal, ethical and political ramifications of both organizational behavior and one's own behavior within an organization. In Human Resources Management, candidates take a total of four courses, *one in each of the following areas*: *Administration* (ED 450, 755, 771, or 871); *Personnel/Supervision* (ED 451, 459, 523, or 953); *Policy/Law/Ethics/or Politics* (ED 456, 458, 878 or 956); and *Human Development/Student Affairs* (PY 440, ED 653, ED 772, PY 778, ED 872, or a psychology course). Specific course selection depends on each candidate's professional background and needs.

The purpose of the *Research Core* is to provide candidates with the basic research skills needed to write a dissertation. In the area of *Research Skills* (statistical, historical, qualitative), the departmental requirements must be fulfilled. This includes Statistics I and Intermediate Statistics (PY/ED 468 and 469), one course in Research Design (PY/ED 829), and two courses in dissertation preparation (customarily PY/ED 951 Dissertation Seminar and PY/ED 988 Dissertation Direction).

Specializations

Candidates will be expected to develop an expertise in the area in which they intend to assume leadership responsibility. Acquisition of this expertise shall include at least six additional courses in the area of specialization, to be arranged between the candidate and his or her advisor, depending upon the candidate's performance, background and career goals. The three broad areas of specialization which are addressed by the doctoral program are described below.

1. Educational Administration

Admissions Advisor: *John Savage*

This specialty is for students who aspire to leadership roles in educational administration and supervision. Specialization is offered in the areas of Supervisor/Director, Principalship, Superintendency, and School Business Manager. Specializations also prepare students to work in administration and supervision positions in related areas such as business, government, social agencies and other educational agencies.

Professional School Administrator Program (PSAP)

The Professional School Administrator Program is a specifically designed doctoral program which leads to the Doctor of Education degree. Experienced school administrators selected for this program meet for five half-days in the first summer for a Pro-Seminar, and on the average of two full days per month during the fall and spring semesters plus eight days during the two summers over a three-year period, and spend additional time on campus for their research and individual conferences. Eight classes of PSAP students (PSAP I-VIII) have entered the program since 1973.

All of the requirements of the Graduate School of Arts and Sciences and the Department of Education apply to this program including the application procedures. In using the regular application form, applicants are asked to write

"Professional School Administrator Program" under area of concentration. A program brochure is available upon request at the Graduate Education Admissions Office, Department of Education, Campion Hall, Boston College, Chestnut Hill, MA 02167.

2. Higher Education

Admissions Advisor: *Mary Griffin*

This specialty is for people who are currently in, or who plan to assume administrative or student affairs positions in institutions of higher learning. This program includes the development of a sound theoretical and conceptual basis for understanding the governance of colleges and universities. This is achieved by analysis of practical problems, leading to the studies in policy development and implementation. Preparation for a wide range of administrative positions at various levels is offered, including middle management positions within the offices of student personnel/student development, president, vice president, and deans of academic and student affairs and in public administration, registrar, admissions, and financial aid, student development and residence life development, alumni and public relations.

3. Curriculum and Instruction

Admissions Advisor: *Michael Schiro*

This specialty is for people who are currently in, or who plan to assume, instructional leadership roles in schools, school systems, colleges, universities, or other related instructional environments. Courses and related program experiences are planned to develop competencies necessary in the design, implementation, and evaluation of curriculum. There is a complementary emphasis on designing strategies for effective instruction. Students who are interested in working in schools or school systems can pursue programs that involve developing expertise in several areas of instruction, such as reading, mathematics, computers and technology, and science, or combinations thereof. Students who desire to teach at the college or post-secondary levels can pursue specialties such as curriculum development, teacher education in a subject matter area, and teacher development and supervision. Students who are interested in working in schools or school systems can pursue programs that involve developing expertise in several areas of instruction such as reading, mathematics, special education, computers and technology, and science, or combinations thereof.

Practicum/Internship

The Practicum/Internship is designed for those students who need on-site educational experiences in an area directly related to their specialization. Candidates expecting to receive certification or to enter a job different from the one they have been currently performing should complete a practicum/internship. The practicum/internship will involve working in a leadership role in an educational setting similar to the one the candidate wishes to enter in the future. With approval, candidates who have been or who are currently employed in a job they want to continue can complete the

internship within that setting. All candidates (especially those seeking certification) must plan carefully with their advisors to insure that the necessary prerequisites leading to the practicum are completed. Students are advised that certification requirements are subject to change by the State.

Dissertation

Candidates will be expected to write a dissertation which may be either empirical or non-empirical in nature.

COURSE OFFERINGS

Unless otherwise indicated, courses listed in this section are offered in the 1993-94 academic year. Every attempt has been made to indicate when courses that are not offered annually will be offered next. Courses carry either a "PY", "ED", or "ED/PY" prefix.

ED 300 Secondary Science Methods (F: 3)

A survey of several current secondary science curricula combined with an individually chosen in-depth study of one curriculum project. Students will present demonstration lessons to the class, utilizing proven science class techniques and stressing the inquiry approach to science teaching. Substantial field work required, including experience with high school classes and logistical planning for field trips in the community.

George Ladd

ED 301 Secondary History Methods (F: 3)

This course will demonstrate methods for organizing instruction, utilizing original sources, developing critical thinking, facilitating inquiry learning, integrating social studies and evaluation. Students will be required to develop and present sample lessons and units. Substantial field work required. ED 258 or 429 must be taken concurrently.

The Department

ED 302 Secondary/Middle School English Methods (F: 3)

This course covers topics and concerns for the teaching of English at the secondary and middle school levels. Curriculum building, unit and lesson plan construction, and the teaching of literature, writing, speaking and listening skills are among the topics covered. Unless otherwise approved, students taking ED 302 must also take ED 258 or ED 429 concurrently.

Edward Smith

ED 303 Secondary Language Methods (F: 3)

A review of recent research in second-language acquisition and its application to the secondary school classroom. Emphasis is placed on techniques for developing and evaluating proficiency in listening, speaking, reading, and writing. Students will analyze available audio-visual materials (overhead transparencies, tapes, films and computer software) and learn how to integrate these ancillaries into their lesson plans.

Rebecca Valette

ED 304 Secondary Math Methods (F: 3)

This course is designed to prepare the student for teaching in the secondary school. It includes topics such as classroom practices, lesson planning, classroom management and assessment of student performance. The responsibility of the student teacher to the cooperating teacher is covered and mathematical topics are developed. Presentation of units in mathematics is required as is substantial field work. ED 258 or 429 must be taken concurrently.

The Department

ED 307 Teachers and Educational Reform (S: 3)

This course will examine the literature on reform of education, paying particular attention to the role of teachers in the reform literature and the implications of reform for teaching. It will examine the role of teachers in restructuring, school-based management, assessment, accountability, and delivery of instruction.

Not offered 1993-94.

George Madaus

ED /PY 314 Psychology of Self-Control (F: 3)

An analysis of the philosophical, psychological, and sociological aspects of how we control ourselves. Such questions as "What does it mean to say *I control me?*" and "How does self-control change with age?" will be explored. Implications for educators and psychologists will also be covered. *Not offered 1993-94*

John Dacey

ED 316 Seminar and Methods in Early Education (S: 3)

This course focuses on the careful design and implementation of teaching strategies and curriculum in early education. Students will participate in a seminar at Boston College plus a one-day-a-week field pre-practicum. Students will have concrete experiences in developing a variety of teaching strategies and will be video-taped using these strategies. There will be a particular focus on teaching critical thinking during the early years. Workshops on curriculum areas applicable to the learning environments of young children will be presented in the seminar including such areas as the arts, communication skills, health, and physical education.

Beth Casey

ED/PY 319 Psychology and Education of Creative People

This course will consider psychological aspects of four areas of creative activity: personality, productivity, mental processes, and physiological processes.

Not offered 1993-94

John Dacey

ED 323 Reading and Special Needs Instruction in the Middle and Secondary School (S: 3)

A course that includes principles and practices of developmental and remedial reading instruction and special needs teaching at the middle and senior high school levels. There will be particular emphasis on teaching reading in content areas. May require field-based assignments.

The Department

ED/PY 336 Adult Human Development in Modern Organizations (S: 3)

This course presents theories and approaches in Human Development in modern quality-oriented organizations. The concepts of Customer-Driven Quality; Leadership, Continuous Improvement, Fast Response, Action Based on Facts, Data and Analysis, and Participation by all Employees will be presented along with the quality improvement tools needed to achieve these results. Tools such as Flow Charting, Fishbone Diagramming, Scatterplots, Run Charting and Control Charting will be presented. Regression and Design of Experiments will be introduced. *Ronald Nuttall*

ED 349 Sociology of Education (S: 3)

A broad survey of the field of sociology of education that starts with a brief discussion of human behavior and then considers individuals, groups, and communities. The course will deal with family, classroom, school, and community interactions, both in terms of how they influence the child and how educators can respond to these factors.

Ted I.K. Youn

ED 355 Ethical and Moral Dimensions of Administrative Decision Making

School administrators have long recognized the ethical dimensions of their decisions. They inevitably deal with a diversity of people: staff, faculty, children, parents, and community agents. The course, while synthesizing the growing literature on the topic, will treat the practical aspects of the subject. Participants will be asked to bring to class some very concrete examples of the moral dilemmas they are facing daily. *Not offered 1993-94*

The Department

ED 361 History of Western Education I (S: 3)

Beginning with classical Greek education, this course surveys the principal cultural and educational movements to the advent of the Renaissance.

The Department

ED 367 Computer Languages for Educators (S: 3)

An introduction to computers, computer languages and their applications in education. The origins, development and workings of computers will be reviewed. Current hardware and software systems will be described and demonstrated. Students will develop algorithms for the solution of elementary problems and will program their solutions using BASIC. Brief attention will also be given to the Logo and Pascal languages.

John A. Jensen

ED 374 Management of the Behavior of Students with Severe Special Needs (F: 3)

The focus of this course is on the principles and practices of applied behavior analysis as they relate to the education of students with severe special needs. Students will be exposed to principles of reinforcement, management programs for increasing and decreasing the frequency of behaviors, schedules of reinforcement, and ethical and responsible use of applied behavior analysis procedures.

Alec F. Peck

ED 380 Functional Implications of Vision Pathology (F: 3)

This course examines the educational implications of visual dysfunction. Structure

and function of the visual system including the neural pathways are examined as a basis for understanding the limitations imposed on the individual by specific visual disorders. Course assists students in the interpretation of ophthalmic and optometric evaluations for individualized educational program planning with students who are visually impaired. An overview of systems for vision stimulation, sight utilization and perceptual motor training is included. *The Department*

ED 384 Teaching Strategies for Students with Multiple Disabilities (F: 3)

This course is designed to assist the student in acquiring and developing knowledge in severe, multiple disabling conditions, including deaf-blindness, and the implications for teaching and learning. Areas of emphasis are the development and use of functional curricula (e.g., ecological, community-based, transitional, applied academic); the effective teaching of students with medical needs and physical needs; and strategies of placing students in least restrictive environments.

The Department

ED 386 Introduction to Sign Language and Deafness (F: 3-S: 3)

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, fingerspelling and American sign language. Theoretical foundations of total communication will be investigated. Issues related to deafness are presented.

The Department

ED 389 Assessment of Students with Low Incidence Disabilities (F: 3)

The assessment process, including norm-referenced and criterion-referenced devices for students with severe disabilities is the primary focus of this course. Observation schedules, functional vision and hearing assessments, and ecological inventories are addressed. The relationship of the individual education plan (IEP) to the assessment process is stressed.

The Department

ED 398 Working with Families and Human Service Agencies (S: 3)

This course emphasizes work with parents of children with severe special needs. Topics include stages of parental acceptance of handicapping conditions, transfer out of the natural home, chronic sorrow, development of home-based behavior modification programs, and preparation of parents as teachers. A respite care field experience is required of students in the Severe Special Needs program.

Alec F. Peck

ED 403 Philosophy of Education (S: 3)

An introduction to the philosophy of education, understood both as a systematic body of thinking about teaching and education and, especially, as a process of analyzing arguments about teaching and education.

The Department

ED 407 Curriculum and Instruction in the Secondary School (F: 3)

This course examines such issues and practices related to secondary school teaching as the history of secondary education, curriculum theory and development, learning styles, classroom dis-

cipline, crisis intervention, school organization, and models of secondary schooling. The emphasis in the course is on understanding the diversity of opinion related to secondary teaching strategies.

Kilburn Culley

ED/ PY 414 Learning: Theories, Research and Strategies (S: 3)

Basic principles of learning (overview, definitions, research) theories representing the associationist and cognitive traditions, problem solving and thinking skills.

John Travers

PY 415 The Psychology of Adolescence (S: 3)

An analysis of the psychology and problems of the adolescent years. Biological changes, value development, the influence of media, sexual identity, cultural influences, and relationships with adults will be discussed. Current philosophical and cultural trends will be examined in regard to their impact on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth. Accounts of adolescence from literature will be used to supplement theory.

William Kilpatrick

PY 416 Child Psychology (F: 3)

Child development is presented as a continuous, complex process involving the interaction of a biological organism with its physical, psychological and social environment. Normal development from conception to adolescence is discussed within the framework of contemporary theories of child growth.

John Travers

PY 417 Adult Psychology (F: 3)

Life cycle theory; psychological needs; physiology; inter-personal relations; androgyny; sex roles and sexuality; vocational needs; family life; integrity and aging; facing death realistically.

The Department

PY 418 Applied Developmental Psychology - Emphasis on Child (F: 3)

This course will help teachers understand principles of learning and cognitive, linguistic, social and affective development as they apply to classroom practices. It will focus on the acquisition of strategies that enable teachers to assess and understand how they and their students are constructors of meaning. This course is designed for individuals beginning their professional development in education who plan to work with children.

The Department

ED 419 Student Teaching—Early Childhood (F, S: 6)

A semester field assignment (300+ clock hours) five full days per week for graduate students in the final semester of the early childhood program. Placements are made in selected area, international, or out-of-state schools and non-school sites. Students are assigned to a full-day experience in an early childhood classroom. Prerequisites include successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the practicum: by November 1 for spring practica and by March 15 for fall practica.

Field Office Director

ED 420 Student Teaching—Elementary School (F, S: 3-6)

Prerequisite: ED 429

A semester field assignment (300+ clock hours) five full days per week for graduate students in the final semester of the elementary education program. Placements are made in selected area, international, or out-of-state schools and non-school sites. Students are assigned to a full-day experience in an elementary classroom. Prerequisites include successful completion of all required pre-practicum field assignments and courses. Taken concurrently with ED 596 or ED 528. Application to the Field Office must be made the semester preceding the practicum: by November 1 for spring practicums and by March 15 for fall practica.

Field Office Director

ED 421 Theories of Instruction (F: 3)

An in-depth review of modern instructional models classified into selected "families" with regards to their perception of knowledge, the learner, curriculum, instruction, and evaluation. Each student will be asked to survey models purported in his/her own field(s) and to select, describe, and defend a personal theory in light of today's educational settings.

George T. Ladd

ED 422 Internship in Teaching, Secondary (F, S: 3)

A semester field assignment (300+ clock hours) five full days per week for employed professionals at the secondary school level. Prerequisites include successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the practicum: by November 1 for spring practicums and by March 15 for fall practica. By arrangement.

Field Office Director

ED 426 Music, Art and Movement (F: 3)

Music theory and practice, art principles and strategies for teaching physical education are presented with a practical focus for elementary teachers. This course utilizes a hands-on approach and reinforces and extends the prepracticum field experience. *Not offered after Fall 1993.*

The Department.

ED 427 Internship in Severe Special Needs (F, S: 3-6)

A field assignment for employed professionals in the final semester of the severe special needs program. Prerequisites include permission of the program coordinator and successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the internship: by November 1 for spring internships and by March 15 for fall internships. Performance will be evaluated in accordance with the standards set by the Massachusetts Department of Education. Prior to the beginning of the internship experience, students will meet the faculty supervisor to identify objectives and expectations to be achieved. By arrangement.

Field Office Director

ED 428 Student Teaching Secondary School

(F: 3-S: 6)

A semester field assignment (300+ clock hours) five full days per week for graduate students in the

final semester of the secondary education program. Placements are made in selected area, international, or out-of-state schools and non-school sites. Students are assigned to a full-day experience in a secondary classroom. Prerequisites include successful completion of all required pre-practicum field assignments and courses. ED 472 must be taken concurrently, unless waived by the program coordinator. Application to the Field Office must be made the semester preceding the practicum: by November 1 for spring practica and by March 15 for fall practica.

Field Office Director

ED 429 Graduate Field Lab (F, S: 1)

A day-a-week pre-practicum field lab for graduate students in the early childhood, elementary, secondary, moderate special needs, severe special needs, and reading specialist programs. The program descriptions above list the courses which relate specifically to this pre-practicum field assignment and which the lab normally accompanies. Placements are made in selected school and teaching-related sites. Application must be made to the Field Office the semester preceding the lab: by November 30 for spring labs and by April 15 for fall labs.

Field Office Director

ED 430 Exploring Science and Social Studies: Early Childhood and Elementary (S: 3)

Current issues, teaching methodologies, models and materials in science and social studies at the elementary and early childhood levels will be discussed and related to theories of learning. *Not offered after 1993-94.*

Joan C. Jones

ED 435 Social Contexts of Education (S: 3)

Education is influenced by the social contexts in which it takes place. This course focuses on three social contexts which influence classroom practice in a variety of important and overlapping ways: 1) the specific classroom; 2) the family, school, and community; and 3) the society and culture. The course, intended for individuals advanced in their professional development, will examine how social contexts affect teacher decision-making and practice.

The Department

ED 436 Curriculum Theories and Practice (S: 3)

This course asks teachers to analyze the philosophical underpinnings of educational practices. It also asks teachers to examine their own philosophies of education and to construct meaning and practice from the interplay between their beliefs and alternative theories. This course is designed for individuals advanced in their professional development.

The Department

ED 437 Clinical Seminar: Teacher As Researcher

This course will provide a context where teachers can discuss experiences they encounter during their full practicum. It will also help teachers learn how to be teacher researchers by 1) introducing them to different types of research, 2) helping them develop teacher research skills, and 3) introducing them to ways of creating linkages to a larger group of colleagues. This course is designed for individuals participating in their full practicum.

Not offered until 1994-95.

The Department

ED 438 Instruction for the Special Needs of Diverse Learners (F: 3)

This course will help teachers recognize and respond to the special needs of diverse learners. The opportunities that these provide for teachers and the ethical choices teachers face as they deal with classroom diversity will be addressed. The course will focus on the processes of classroom assessment, instruction, and organization. The course is designed for individuals beginning their professional development in education.

The Department

PY 440 Principles and Techniques of Counseling (F: 3)

An introduction to counseling principles and techniques with an emphasis on interviewing skills. The areas of communication skills, assessment, and treatment planning within a helping model will be emphasized. In addition, group counseling, counseling culturally different populations, as well as legal and ethical dimensions of the profession, will be discussed. Skills training will involve the use of role playing, observation, and practice components. Open to counseling psychology majors only.

James Mahalik

PY 443 Counseling Theory and Practice with Children (S: 3)

An introduction to the theories and practices of individual and group counseling with children. Implication of theories for alternative interventions including parenting, prevention and consultation will also be covered. Practical and ethical issues related to child treatment, problems in evaluating therapeutic outcome, and considerations of cultural and environmental diversity, gender, and exceptionality in developing interventions are addressed.

Maureen Kenny

PY 444 Comparative Personality Theories (F: 3)

This course will discuss the major theoretical orientations to the study of normal personality development. Psychoanalytic, self psychology and object relations theory, methodological and cognitive behaviorism, humanistic and constructive-developmental theory are examined. Contributions of race, gender and social class to personality are discussed. This course serves as a foundational course for counseling psychology students.

The Department

PY 445 Clinical Child Psychology (S: 3)

This course is an introduction to the theory and research that provide the context for understanding the socio-emotional problems of children. Particular emphasis on the role of risk and protective factors as they contribute to children's resilience and vulnerability to childhood problems. Implications for clinical practice will constitute a major focus of the course.

The Department

PY 446 Counseling Theory and Process (S: 3)

Prerequisite: PY 440 or equivalent

This course is an introduction to counseling orientations with an emphasis on the major models within the field. Specifically, theoretical foundations, client and counselor dimensions, techniques, and the active ingredients of change will be explored in each model. Class format includes lecture/discussion, small group ex-

ercises, and analysis of case material from some of the originators of several leading counseling orientations.

James Mahalik

PY 447 Applied Developmental Psychology - Emphasis on Adolescent (F: 3)

This course will help teachers understand principles of learning and cognitive, linguistic, social and affective development as they apply to classroom practices. It will focus on the acquisition of strategies that enable teachers to assess and understand how they and their students are constructors of meaning. This course is designed for individuals beginning their professional development in education who plan to work with adolescents.

The Department

PY 448 Career Development (F, S: 3)

This course is an introduction to the psychology and sociology of work and career choice, and career development theory and research from childhood through adulthood. Exposure to counseling strategies, career planning resources, and program development in various educational and agency settings.

The Department

ED 450 Introduction to Educational Administration (F: 3)

This is the first course for students whose major is educational administration and supervision. The course acquaints students with perspectives in educational administration and supervision over the past twenty-five years, the roles of administrative personnel, the process of administration, leadership behavior, policy formation, and the organization and control of American Education. The course is appropriate as an elective for teachers and other support personnel.

Joseph O'Keefe

ED 451 Personnel Administration (S: 3)

This course is designed for school personnel preparing for or currently in supervision positions. The major objective of the course is to provide an understanding of the principles, policies, and practices related to procurement, development, maintenance, and utilization of human resources as they apply to school systems.

Ralph Edwards

ED 452 School Finance (F: 3)

The course will place major emphasis on a study of problems and issues related to school finance at federal, state, and local levels. The course will include an examination of local sources of revenue for schools and the distribution of local aid from the state and federal categorical aid programs.

The Department

ED 453 The Elementary School Principalship (S: 3)

This course will examine the role and functions of the principal. Current and recent developments in school effectiveness, professional growth, and staff evaluation will be addressed. Case studies will highlight administrative style, and outside forces which influence decision making will be studied. Projects to meet individual needs will be assigned. This course is designed for experienced teachers.

Ralph Edwards

ED 454 The Junior High and Middle School Principalship (S: 3)

This course will examine the role and functions of the principal. Current and recent developments in school effectiveness, professional growth and staff evaluation will be addressed. Case studies will highlight administrative style and outside forces which influence decision making will be studied. Projects to meet individual needs will be assigned. This course is designed for experienced teachers.

Ralph Edwards

ED 455 The Secondary School Principalship (S: 3)

This course will examine the role and functions of the principal. Current and recent developments in school effectiveness, professional growth and staff evaluation will be addressed. Case studies will highlight administrative style, and outside forces which influence decision making will be studied. Projects to meet individual needs will be assigned. This course is designed for experienced teachers.

Ralph Edwards

ED 456 Legal Aspects of Educational Administration (F: 3)

A survey of current legal concepts concerning the rights, duties and liabilities of school personnel in relation to their employing educational agency, their colleagues, their pupils, parents, and the general public. The major focus is on the legal status of the classroom teacher and the school administrator. Use is made of case studies in educational law. This course is designed primarily for teachers, supervisors, and practicing or prospective administrators.

Charles F. Smith, Jr.

ED/PY 460 Interpretation and Evaluation of Research (F, S: 3)

A course designed to improve the Master's student's understanding of the research literature in Education. The course concentrates on the development of the competent reader of research reports. Emphasis is placed on the accurate interpretation of statistical data and on the evaluation of published research. This course does not fulfill the doctoral requirement.

John A. Jensen

ED/PY 462 Construction of Achievement Tests (F: 3)

The major problems of educational measurement, with emphasis on the characteristics, administration, scoring, and interpretation of formal and informal tests of achievement with practical application to classroom use. Basic techniques of test construction.

The Department

ED 463 A Contemporary Issue: Human Values and Ethics in Education (S: 3)

Ten years ago, the president of Harvard University published an article entitled "Can Ethics be Taught?" He concedes that ethics courses might make students more aware of the human values that underlie moral principles. Ethics courses might equip students to reason carefully in applying such moral principles to concrete cases. His

conclusion: "Surely the experiment is worth trying." This course will be an exercise in that experiment. It will synthesize the growing literature treating the necessity of teaching moral principles and human values in our educational system. It will also treat the practical aspects of the subject. Participants are asked to bring to class some very concrete examples of the moral dilemmas they are facing daily in their classroom/school.

The Department

PY 464 Intellectual Assessment (F, S: 3)

Prerequisite: Permission of instructor

A critical analysis of measures of intellectual functioning, with a focus on the Wechsler scales. This course is designed to develop proficiency in the administration, scoring and interpretation of intelligence tests and communication of assessment results. In addition, critical questions regarding the use of those instruments, including theories of intelligence, ethics of assessment, and issues in the assessment of culturally diverse, bilingual and disabled children, are addressed. Limited to 15 students per section. Counseling Students must sign up for course in the departmental office four months in advance of enrollment.

*Maureen Kenny
Donna Moilanen*

PY 465 Group Psychological Tests (S: 3)

An introductory course in theory, selection, and use of standardized aptitude, ability, achievement, interest, and personality tests in the counseling process. Measurement concepts essential to test interpretation. Experience in evaluating strengths, weaknesses and biases of various testing instruments. Laboratory experience in administration, scoring, and interpretation of psychological tests.

Kenneth Wegner

ED 466 Models of Curriculum and Program Evaluation (F: 3)

An intensive study of the leading models of program and curriculum evaluation, including those of Tyler, Stake, Scriven, Provas, Stufflebeam and Alkin. Their strengths, weaknesses and applications for various types of curriculum and program evaluation will be stressed. Each evaluation model will be examined in terms of the purpose, key emphasis, the role of the evaluator, relationship to objectives, relationship to decision making, criteria and design.

Joseph Pedulla

ED 467 Practical Aspects of Curriculum and Program Evaluation

Prerequisite: ED 466 or consent of instructor

This course will cover the basic steps involved in planning and carrying out a program evaluation. Topics covered will include identification and selection of measurable objectives, choice of criteria instruments, use of various scores, common problems, out of level testing, analysis of data, interpretation and reporting of data, budgeting. Standards for program evaluation will also be covered.

Not offered 1993-94

The Department

ED/PY 468 Statistics I (F: 3)

An introduction to descriptive statistics. Topics include methods of data summarization and pre-

sentation, measure of central tendency and variability, correlation and linear regression, the normal distribution, probability, and an introduction to hypothesis testing. Computer instruction in the VAX operating system and SPSS statistical package are scheduled as a laboratory component of the course.

*John Jensen
Larry Ludlow*

ED/PY 469 Intermediate Statistics (S: 3)

Prerequisite: ED/PY 468 and computing skills with the VAX operating system and the SPSS statistical package, e.g. ED/PY 470.

This course is a direct continuation of ED/PY 468 and the computing files built by the student in ED/PY 468 are used in ED/PY 469. Topics include tests of means and proportions, partial and multiple correlations, chi-square goodness-of-fit and contingency table analysis, multiple regression, analysis of variance with planned and post hoc comparisons, analysis of covariance, and elements of experimental design.

Larry Ludlow

ED/PY 470 Statistics Laboratory (F: 1)

This lab is designed for students who wish to enroll in ED/PY 469 but do not have the necessary computer analysis expertise to meet that prerequisite for ED/PY 469. In general, doctoral students who have had an introductory statistics course elsewhere that did not include the use of SPSS and the VAX operating system would need to enroll in this course. Students enrolled in ED/PY 468 should not enroll in this course.

The Department

ED 472 Secondary School Pre-Practicum and Seminar (F, S: 1)

Seminar taken concurrently with the secondary practicum for provisional certification. Topics include professional relationships, problem-solving, examination of issues through case studies, and the development of a reflective approach to professional growth.

Kilburn Culley

ED 474 Models of Teaching

This course is designed to introduce the four families of models, as described by Joyce and Weils in *Models of Teaching*: personal models, social models, information processing models, and behavioral models.

Not offered 1993-94

The Department

ED 475 Applied Behavioral Analysis (S: 3)

This course deals with the application of behavioral principles with seriously disturbed and severely mentally retarded students. Students are required to establish, implement, and evaluate behavioral programs for seriously handicapped children. Videotaped sessions provide opportunity for analysis and feedback. A heavy emphasis is placed on data-based analysis of student and instructor performance. ED 374 or an equivalent course is a pre-requisite to enrollment. This course requires a heavy field-based component.

Alec Peck

ED 485 Individuals with Learning and Behavior Problems (F: 3)

This course examines instructional and behavioral issues faced by teachers of students with special needs at a time when these students are rapidly becoming integrated into regular education classes. It defines roles played by special education teachers within and across the continuum of services currently available to special needs students in most school districts. The course presents a cross-categorical perspective of students who are still labeled, in many states, as mentally retarded, emotionally disturbed, or learning disabled, and it discusses the impact of federal and state court decisions on special and general education practices.

John Jankala

ED 486 Braille Skills for the Visually Impaired (S: 3)

Students learn to read and write Grade II literary Braille (visually). Emphasis is on reading readiness, teaching strategies for Braille reading and writing, and materials preparation and adaptation. Students are also acquainted with automated braille transcription using BEX for Apple, Duxbury for DOS and Macintosh OS. This course requires field-based assignments in Braille transcription.

The Department

ED 487 Blindness and Visual Impairment (F: 3)

This is a first course in the study of individuals with visual disabilities. The first half of the course examines the evolution of services in terms of quality and effectiveness. The second half of the course focuses on psychosocial development and adjustment. The intent of professional style of service delivery.

Richard Jackson

ED 488 Theories and Strategies for Teaching Emotionally Complex Students (S: 3)

This course examines the complex needs of students with emotional or behavioral disabilities and develops understanding of best practice strategies. A study of high incidence and low incidence disorders will lead to the development of skills reported as effective in reducing both the incidence and consequences of such disabilities. Emphasis will be on teaching and learning practices and will focus on classroom-based strategies in determination of primary and secondary problems, that can lead to positive conflict resolution.

Philip DiMattia

ED 492 Organization and Administration of Services for Individuals Who Are Deaf-Blind or Multiply Disabled (S: 3)

The histories of deaf, blind, and deaf/blind services are presented. Various etiologies of deaf-blindness are discussed along with their implications for intervention. Legislation and litigation relating to special services for persons with multiple disabilities are overviewed. Several guest speakers representing various agencies and organizations serving individuals who are deaf-blind present in this course. By arrangement.

The Department

ED 494 Language Acquisition (F: 3)

This course will investigate the way in which normal children acquire the sounds, structures and meanings of their native language from birth to early childhood. The stages of language acquisition will be discussed in light of 1) the organization and description of adult language, 2) biological and cognitive development and 3) universal and individual patterns of development. Discussion of theoretical issues in language acquisition will be supplemented with representative data samples from each stage of development in an attempt to determine which of the theories best accounts for the data.

Not offered after 1993-94 Polly Ulichny

ED 501 Handicapped Internship—Moderate Special Needs (F, S: 3)

A field assignment five full days per week for employed professionals in moderate special needs education. Prerequisites include successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the internship: by November 1 for spring and summer internships and by March 15 for fall internships.

Field Office Director

ED 502 Handicapped Internship—Generic Educator (F, S: 3)

A field assignment five full days per week for employed professionals in generic special needs education. Prerequisites include successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the internship: by November 1 for spring internships and by March 15 for fall internships.

Field Office Director

ED 504 Moderate Special Needs Field Practicum (F, S: 3)

A field assignment five full days per week for graduate students in the final semester of the moderate special needs education program. Students are assigned to a full-day experience in a moderate special needs setting. Prerequisites include successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the practicum: by November 1 for spring and summer practica and by March 15 for fall practica.

Field Office Director

ED 505 Student Teaching: Visually Impaired (F, S: 3)

This experience is designed to acquaint the student with the multiple responsibilities of the teacher/consultant in school settings. The intent is to place students in a supervised situation which enables the development of competencies as a teacher/consultant. This is typically a full-time placement of ten weeks' duration in compliance with NCATE standards developed by DVH/CEC. Students also participate in a biweekly seminar examining topics related to clinical practice.

Field Office Director

ED 515 Seminar in Moral Education (F: 3)

Topics will include theories of moral growth and moral education, moral education and sex educa-

tion curriculums, the influence of stories on character formation, the relation of morality to religion, and the debate over values versus virtue.

Not offered 1993-94

William Kilpatrick

ED 520 Teaching Mathematics and Technology (F: 3)

This course presents (1) methods and materials useful in teaching mathematics to early childhood and elementary school children and (2) the different ways in which technology can be used in the classroom. The course will consider the teaching of mathematics and the use of technology from both theoretical and practical perspectives. The course will include a laboratory experience each week.

Michael Schiro

ED 523 Administrative Supervision (F: 3)

The course is designed for school personnel preparing for or currently in supervisory positions such as principals, supervisors, department heads, and team leaders. It deals primarily with supervision of teachers at various school levels.

Joan C. Jones

PY 528 Multicultural Issues (S: 3)

This course is designed to assist counseling psychology students in becoming more effective service providers in their work with persons from different ethnic and social class backgrounds, as well as with gay and lesbian clients. Specifically, it is designed to increase awareness of the socialization process within particular ethnic groups, to extend the knowledge base of the socio/political and historical experiences of selected ethnic minority groups in the United States, and to expand the repertoire of counseling skills that are necessary to one's becoming a competent, effective multicultural practitioner. The course will also provide a review of the literature in the field of cross-cultural psychology and increase students' awareness of the issues involved in conducting research in this area.

Elizabeth Sparks

PY 529 Psychology of Drug and Alcohol Abuse

This course is designed for the student who is interested in study of both the theoretical and applied aspects of alcohol and substance abuse. The course will focus on the psychological, physiological, sociological and economic aspects of addiction in society.

Not offered 1993-94.

The Department

ED 542 Teaching Reading and Language Arts (F:3)

This course examines the nature of oral and written language learning and development within a variety of theoretical and instructional perspectives. Topics include approaches to beginning reading, reading strategies, writing processes, second language learners, interrelationships of language areas, assessment, and research that impacts on classroom reading and writing instruction.

John F. Savage

Lea McGee

ED/ PY 543 Psycho-Educational Prescriptions (S: 3)

The focus is on techniques of synthesizing psychological and educational information into an effective, individually appropriate educational

plan for children with special needs. Individual case study methods will be utilized.

Not offered 1993-94

The Department

ED 546 Theories of Instruction and Teaching About the Natural World. (S:3)

This course will present ways in which science, health, and physical education can be taught in elementary schools. In doing so, it will consider them in a context of integration with one another and with other areas of the curriculum. Basic principles of instructional theory will be presented and all experiences will be set within the parameters of the four principle families of instructional theory: behavioral, personal, social and information processing. Each student will be asked to examine his or her own preferred practices as they establish learning environments in the classroom.

George Ladd

ED 548 Teaching Social Sciences and the Arts (F, S: 3)

This course will examine the major educational policies that have been influential in shaping teaching in the past fifty years. The major techniques and materials for teaching the social sciences and the arts will be introduced, paying particular attention to hidden curriculum aspects related to the selection of teaching strategies and instructional materials.

The Department

PY 549 Psychopathology (F, S: 3)

Prerequisite: PY 444 or equivalent

This graduate course examines selected DSM-III-R disorders and considers diagnostic issues, historical changes, theoretical perspectives and research. Through case examples students will learn to conduct a mental status examination and interpret various forms of psychopathology. Counseling Psychology majors only.

Elizabeth Sparks

James Mahalik

ED 550 Management Use of Computers in Education (F: 3)

What is the present and future role of computers in educational administration and management? In this course, this question is addressed in a variety of ways: through readings, lectures, discussion, and particularly through hands-on experience in using microcomputers. Students will be given experience and assignments concerning word processing, telecommunications, databases and spreadsheets for educational management purposes. The machine used in this course by most students will be the Apple Macintosh, but for most of the assignments, with the instructor's approval, other machines and software may be used. No prerequisites.

Walter Haney

ED 554 Administration: Theory and Practice (S: 3)

The course addresses the tasks of administration, research on administrative effectiveness, leadership styles, administrative decision-making, and development of a personal administrative style.

The Department

ED 557 The Administrator's Role in Curriculum Development (F: 3)

This course emphasizes models of curriculum design, implementation, and evaluation from the

perspective of the Catholic School administrator. The course examines research on Catholic Schools, curriculum development, thinking skills, and learning styles. Students have the opportunity to design a values oriented curriculum project applicable to their particular settings. Primarily for Catholic School Leadership Program. *The Department*

ED/PY 560 Issues in Testing (S: 3)

This seminar will examine testing and assessment from the perspective and context of the classroom teacher. It will consider how classroom realities influence the way teachers think about and carry out testing and assessment. *Peter Airasian*

ED/PY 561 Evaluation and Public Policy (S: 3)

This course will deal with the conceptual, theoretical, and methodological issues underlying the use of social science research and evaluation studies to inform public policies at the federal, state, and local levels.

Not offered 1993-94

George Madaus

ED/PY 565 Quantitative Data Collection

Procedures: Theory and Practice (F: 3)

Concepts of reliability, validity, measurement error, sampling error, derived scores, norms and other measurement concepts are examined in terms of their applicability to the development and selection of tests, scales, questionnaires, check lists and other data collection procedures commonly used in educational research.

Not offered 1993-94

John A. Jensen

PY 567 Psychological Assessment of Preschool Children

Individual measures of the psychological development of children from infancy to preschool age (3 to 6 years) will be reviewed with emphasis on the administration, scoring, and interpretation of tests (e.g., Brazelton, Bayley Scales, the Stanford-Binet Intelligence Scale and the McCarthy Scales of Children's Abilities.)

Not offered 1993-94.

The Department

ED 569 Expectations and Evidence for Educational Technology (S: 3)

The history and social role of technology in American society will be briefly reviewed. The course then focuses on several generations of educational technology, including science laboratories, educational television and educational computing—and examines expectations and evidence regarding their educational effectiveness. Reasons for the contrasts between expectations and evidence will be examined. Students will undertake a project for the course on some aspect of educational technology. The project will include both a literature review and some kind of research, using historical, survey, case study or experimental methods. *Walter Haney*

ED 577 Elementary Field Internship (F, S: 3)

A semester field assignment (300+ clock hours) five full days per week for employed professionals at the elementary school level. Prerequisites include successful completion of all required prepracticum field assignments and courses. Appli-

cation to the Field Office must be made the semester preceding the internship: by November 1 for spring internships and by March 15 for fall internships.

Field Office Director

ED 579 Educational Assessment of Learning Problems (F: 3)

This course focuses on the development of teacher skills in task analysis, informal and formal non-discriminating educational assessment, and the interpretation of psychoeducational data across the range of mildly and moderately handicapping conditions. Students administer a variety of instruments currently in use in elementary and secondary schools.

Jean Mooney

ED 580 Teaching the Special Needs Child in the Regular Classroom (F: 3)

This course is designed to give the elementary school teacher an understanding of the major instructional needs of mainstreamed special students. Emphasis is given to the role of the teacher as observer, manager and instructor. Through the prepracticum experience, students develop skills in adapting instruction, managing classroom behavior, promoting social acceptance, and coordinating the classroom learning environment.

Not offered after 1993-94

The Department

ED 586 Curriculum Research Seminar: Mathematics and Literacy Education (F: 3)

This course will explore relationships that might exist among the fields of mathematics education and literacy education (reading and the language arts). Students will both participate in ongoing research projects and carry out their own research projects. The major content areas that will be examined will be the similarities and differences between the curriculum materials that exist in literacy and mathematics education, the instructional procedures advocated for use in the two fields, the research traditions of the two fields, and the myths that guide practitioners within the two fields.

Michael Schiro

ED 587 Remedial Strategies (S: 3)

Prerequisite: ED 579 or the equivalent

Oriented toward the development of Individual Education Programs (IEP) including remediation of basic skills, content area modification, cognitive and metacognitive learning strategies, and monitoring techniques. By permission only. *Jean Mooney*

ED 588 Curriculum and Instructional Strategies for the Visually Impaired (S: 3)

This course covers special subject matter adjustments and the "plus curriculum" of special skills for the visually handicapped learner. Activities include task analysis of special curriculum needs and writing adaptations to regular education curriculum. This course includes a prepracticum experience in materials adaptation in local public school programs. *Richard Jackson*

ED 589 Behavior Management Strategies (F: 3)

A study of the theoretical concepts and practical applications involved in classroom management. Methods studied include behavior modification,

Life Space Interviewing, social learning, and Reality Therapy.

Alec F. Peck

ED 592 Foundations of Language and Literacy Development (F: 3)

This course is an introduction and an overview of language and literacy development. Contents include basic elements of language acquisition; current theories of normal language development; issues related to delayed or different language development; the transition from oral to literate language; the impact of cultural variations on school-based language performance; an introduction to bilingualism and second language acquisition for young children and more mature language users. *Polly Ulichny*

ED 593 Introduction to Speech and Language Disorders (S: 4)

Based on the development of normal children, this course will explore dysfunctions of speech and language which interfere with normal communication and learning processes. Both the evaluation of language performance and the remediation of language deficits will be stressed. Students with prior course work in normal language acquisition may take this course for 3 credits.

The Department

ED 595 Assessment and Instruction for Students with Reading Difficulty (S: 3)

Prerequisite: ED 542 or equivalent.

This course examines the methods and materials related to formal and informal assessment, analysis and interpretation of the results of assessment, and instructional techniques for students with a range of reading difficulties. The focus is on the needs of students from varied populations, and content includes consulting skills and laws related to reading and literacy issues.

Lea McGee

ED 600 Children's Literature: Reading and Writing Across the Curriculum (S: 3)

This course examines the role of using literature and writing across the curriculum. Contents include selecting and evaluating literature for children and adolescents, reading and writing in content areas, and constructing integrated thematic instructional approaches.

Not offered 1993-94.

Lea McGee

ED 601 Technical Issues in Educational Policy Decisions (S: 3)

Prerequisite: One year of statistics (PY/ED 468, PY/ED 469)

Educational policy decisions assume models of the teaching and learning processes that are derived from educational research and theory. Underlying such decisions are technical issues that flow from logical analysis to understand the potential effectiveness of an educational policy. This course will explore the technical issues involved in currently contemplated policies such as a national test. Technical issues will include equating different tests, test fairness, test validity, evaluating school performance, and standard setting.

Not offered in 1993-94

Albert Beaton

ED/PY 604 Secondary Data Analysis (F: 3)

Prerequisite: One year of statistics (PY/ED 468, PY/ED 469)

Many well-designed and implemented educational data bases are now available for secondary data analyses. This course will review the advantages and disadvantages of using such data bases and present methods for acquiring and using the data from the National Assessment of Educational Progress, the National Longitudinal Study of the Class of 1972, the High School and Beyond Study, the National Educational Longitudinal Study of 1988 and other available data bases. *Not offered 1993-94*

Albert Beaton

PY 611 Learning and Development: The Special Needs of Early Learners (F: 3)

This course will focus on learning (including behavioral, cognitive, and information processing approaches), motivation, and social development, incorporating the role of play in the learning and development of the young child. Individual differences and the effects of special needs on learning and development will be examined and program implications will be discussed.

Martha Bronson

ED 625 Managing Emerging Technologies

This is an opportunity to study both the emergence and evolution of educational technologies including newer interactive computer systems, satellite delivery systems, and older technologies such as broadcast television or the telephone. Technologies will be reviewed with emphasis on decision making on budget, organization, manpower, time, facilities and maintenance as well as selection of systems for maximum effectiveness in the educational setting.

Not offered 1993-94

The Department

PY 640 Seminar in Group Counseling and Group Theory (F, S: 3)

Prerequisite: Consent of instructor. Advance sign up in Counseling Psychology Office required. Limited to 15 students.

Students participate in a 9-week experimental group led by the instructor which focuses on group dynamics and the development of group norms. The remaining weeks of the semester involve discussions of the group experience and leadership role in the context of small group theory and research.

Bernard O'Brien

PY 643 Practicum in School Counseling N-9 (F, S: 3)

Prerequisites: PY 440, PY 443, PY 448, PY 464 and consent of Program Coordinator. Sign up four months in advance in Campion 309.

Open only to Boston College Counseling degree students seeking certification in school guidance counseling grades N-9. Practicum involves placement in a comprehensive school system half time in both fall and spring semesters. The fall semester includes a practicum field experience. Minimum hours of practicum are 200 per semester. Students enroll for 3 credit hours each semester.

The Department

PY 644 Practicum in School Counseling, 5-12 (F, S: 3)

Prerequisites: PY 440, PY 446, PY 448, PY 465 and consent of the Program Coordinator. Sign up four months in advance in Counseling Psychology Office.

Open only to Boston College counseling degree students seeking certification in school guidance counseling grades 5-12. Practicum involves placement in a comprehensive school system half time in both fall and spring semesters. The fall semester includes a prepracticum field experience. Minimum hours of practicum are 200 per semester. Students enroll for 3 credit hours each semester.

The Department

PY 646 Internship Counseling I (F: 3)

Prerequisites: PY 440, PY 446, PY 448, PY 465 and consent of the Program Coordinator, Dr. Sandra Crump.

Sign up in Campion 309 four months in advance of enrollment. Open only to Boston College Counseling degree candidates. Ordinarily this practicum involves a placement in a counseling situation during the hours of 8:00 a.m. to 5:00 p.m. two days per week (Monday through Friday). A total of 200 clock hours are required for the course.

The Department

PY 647 Practicum/Internship in School Psychology II (S: 3)

Prerequisite: PY 540, PY 464, PY 547, consent of the Program Coordinator.

Second field experience in School Psychology. Students will sign up four months in advance of enrollment. Students are placed in a comprehensive K-12 school system under the supervision of a practicing, certified school psychologist. Placements are in off-campus sites and require the student to be available at least two days per week during regular school hours (8:00 a.m.-3:00 p.m.). Boston College School Psychology majors only.

The Department

PY 649 Health Psychology: Counseling Issues (F: 3)

An examination of the role of psychology in the health care system from empirical and clinical perspectives. The cognitive, emotional and social factors that contribute to wellness and illness will be addressed.

Not offered 1993-94

Mary Walsh

ED 653 Personal Aspects of School Administrators (F: 3)

This course offers the opportunity to reflect on various aspects of adult development - personal, moral, and spiritual. Theories of Levinson, Kohlberg, Gilligan, and Fowler will be explored with emphasis on their application to the experience of school administrators, in reference to their own personal development and the development of those for whom they are responsible.

The Department

ED 656 Administration of Local School Systems (F: 3)

The superintendent of schools has many audiences—the school board, parents, teachers, community, and students, among others. This course will examine the relationship of the superinten-

dent of schools with many publics, through the utilization of readings, experiences, field trips and visiting lecturers.

Ralph Edwards

PY 662 Projective Assessment (S: 3)

Prerequisite: Intellectual Assessment

Theory, administration and interpretation of commonly used projective measures, including Rorschach, thematic, drawing, and sentence completion techniques. Students will learn how to integrate findings from cognitive and personality measures and to communicate results in a written report. Critical issues in the use of these measures, including ethical, psychometric, social and legal concerns will be addressed. Case material will be used to illustrate the clinical applications of projective techniques. Limited to students in Counseling Psychology.

Maureen Kenny

PY 663 Neuropsychological Assessment (S: 3)

Emphasis on neuropsychological evaluation. Review of central nervous system development covering both structure and function. Evaluation techniques for diagnosis of brain dysfunction including visual, auditory, motor, language processes. Implications of these assessments for learning disability and emotional functioning. Review of case materials. Enrollment limited to 20. Permission of instructor required.

Irving Hurwitz

ED/PY 664 Design of Experiments (S: 3)

Prerequisite: One year of statistics (ED/PY 468, ED/PY 469)

This course will cover topics in experimental design including full factorial, fractional factorial, use of design matrices, loss functions, and the use of variability as dependent variables.

Not offered 1993-94

Ronald Nuttall

PY 665 Personality and Interest Assessment (S: 3)

Prerequisite: PY 465 or equivalent

A review of theories of personality and interest measurement in counseling. Intensive study of the construction, purpose, and interpretation of the most commonly used structured personality and interest inventories. Laboratory experience in use and interpretation of selected inventories.

Kenneth Wegner

ED 666 Courseware Authoring

This course covers the use of computer authoring tools to develop educational software. Principles of programmed instruction and instructional design will be covered and after instruction concerning specific authoring tools, students will develop an instructional software program using Hypercard on the Apple Macintosh or some other authoring tool (such as PILOT) on the Apple II or IBM-PC machines.

Not offered 1993-94

Walter Haney

ED/PY 667 Introduction to Multivariate Statistical Analysis (F: 3)

Prerequisite: One year of statistics

This course addresses the construction, interpretation, and application of linear statistical models. Specifically, lectures and computer exercises will cover simple and multiple regression models; matrix operations; parameter estimation

techniques; sources of multicollinearity; residual analysis techniques; partial and semipartial correlations; variance partitioning; dummy, effect, and orthogonal coding; and analysis of covariance.

Larry Ludlow

ED/PY 668 Topics in Multivariate Statistical Analysis (S: 3)

Prerequisite: One year of statistics, and PY/ED 667 or equivalent

This course provides lectures and examples in, and, student analyses addressing multiple group discriminant analysis, principal components and common factor analysis, multivariate analysis of variance, multidimensional scaling, and cluster analysis.

Not offered 1993-94

Larry Ludlow

ED/PY 669 Psychometric Theory (S: 3)

Prerequisite: Two semesters of statistics and one semester of test construction

This course presents a study of theoretical concepts, statistical techniques, and practical applications in educational and psychological measurement. General topics include the history of measurement, Thurstone and Guttman scales, true-score theory and item response theory models. Specific topics include Rasch model parameter estimation, residual analysis, item banking, equating, and computer adaptive testing.

Larry Ludlow

ED 675 Consultation and Collaboration in Education (S: 3)

This course presents a conceptual framework for educators who work with other adults in consultative relationships, or as members of child study teams, teacher assistance teams, and other problem-solving groups within the schools. After overviewing a number of theoretical approaches to consultation, it focuses on a triadic model (consultant, mediator, target) as the dynamic for interpersonal problem-solving. To address the substantive content of consultation, the course reviews and updates the knowledge base related to assessment, instruction, and behavioral management.

John Junkala

ED 685 Multidisciplinary Approach to Mental Retardation (F: 3)

Prerequisite: Consent of the instructor

Taught by multidisciplinary staff of the Development Evaluation Clinic, Children's Hospital Medical Center. Considers etiology, study, and treatment of retarded children and the coordination of community services for their welfare. Opened to advanced graduate and post graduate students in the professional disciplines serving handicapped children. Students are supervised in observation and participation in a variety of clinical activities. Taught at Children's Hospital.

Jean Zadig

ED 686 Augmentative Communication for Individuals with Disabilities (S: 3)

This course focuses upon the communication problems of individuals who are developmentally disabled, physically challenged, hearing impaired, and deaf-blind. Students learn how to assess a learner's communicative abilities to develop and

implement a variety of aided and unaided augmentative communication systems within functional domain areas (e.g., school, work, community, and leisure) for individuals with severe disabilities to effectively communicate.

The Department

ED 690 Seminar in Multidisciplinary Management Strategies (S: 3)

Prerequisite: Permission of instructor

This course presupposes a high level of professional competence of each student in his or her own discipline. Seminar meetings chaired by multidisciplinary staff of the Developmental Evaluation Clinic, Children's Hospital Medical Center. Designed to educate representatives of the medical and behavioral sciences in the roles played by other professions who serve handicapped children and their families. Observations and participation in the study of selected children are used to develop awareness of and appreciation for the contributions of each discipline. Taught at Children's Hospital.

The Department

ED 700 Language and Literacy: Teacher As Researcher (S:3)

This seminar investigates methods of inquiry that inform researchers and practitioners about literacy development in and out of school. Students will be required to investigate an area of classroom practice and/or literacy development using research methods compatible with practitioner conditions. Note: This course must be taken simultaneously with ED 725 or 726. *Not offered 1993-94.*

ED 720 Curriculum Theory and Philosophy (S: 3)

An advanced-level course in curriculum theory covering such issues as ideologies of curriculum developers, methods of curriculum development, types of curriculum materials, styles of curriculum evaluation, and theories of the curriculum change process. For persons with teaching or curriculum experience.

Michael S. Schiro

ED 725 Reading Practicum (F, S: 6)

A field assignment five full days per week for students in the Graduate Reading Program. Students are assigned to a full-day experience working in a setting in the role of a consulting teacher of reading. Candidates work under the joint supervision of a cooperating practitioner and a University supervisor. Approval of the Reading Program Coordinator is required. Prerequisites include successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the practicum: by November 1 for spring practicums and by March 15 for fall practicums.

Field Office Director

ED 726 Reading Internship (F, S: 6)

A semester field assignment five full days per week for professionals employed as consulting teachers of reading. Approval of the Reading Program Coordinator is required. Prerequisites include successful completion of all required pre-practi-

cum field assignments and courses. Application to the Field Office must be made the semester preceding the practica: by November 1 for spring practicums and by March 15 for fall practicums.

Field Office Director

ED 729 Contraversies in Curriculum (S: 3)

The course examines alternatives to the traditional conceptions of curriculum, teaching and learning which have arisen over the past 20 years. The readings focus on four areas: the influence of culture on curriculum, critical or radical approaches to curriculum, teaching and learning, relationships between literary and aesthetic theory and education and feminist writings on curriculum, teaching and learning.

Ralph Edwards

PY 740 Psychology of Women (S: 3)

An examination of major theories and research topics in the field of the psychology of women: gender differences; theory and research on women's social, affective and cognitive development; discussion of social context, race and ethnicity of women; women's issues and implications for counseling; methodological issues in conducting research in the above areas. Open to doctoral students only in 1993-94.

Mary Brabeck

PY 741 Advanced Seminar in Psychopathology (S: 3)

A developmental approach to understanding psychological disorders across the lifespan. The course will examine the relationship among the social, emotional and cognitive competencies that are important to achieving adaptation at each developmental level. Consideration of special populations, e.g., culturally diverse, homeless, people with AIDS. For advanced doctoral students.

Donna Moilanen

PY 743 Seminar in Counseling Families (S: 3)

A study of basic family system theory and intervention strategies. Didactic approach includes role playing and case presentations. Concurrent clinical involvement with families is recommended.

Mary Walsh

PY 744 Psychology of Aging (S: 3)

This course is open to Master's and doctoral level students who plan to work with an elderly population. A developmental approach to adult transitions from young to middle to old age will be stressed. Topics will include developmental crises of physical change; pre-retirement, post-retirement issues; alienation, loneliness, grief, depression, and approaching death. Theories of coping and adjustment will be approached from a preventative health care perspective.

The Department

PY 745 Biological Bases of Behavior (F: 3)

This course will survey biological influences in a number of behavioral areas both normal and abnormal. Genetic, neurological and psycho-physiological theory and research will be reviewed as these apply.

Irving Hurwitz

PY 746 Practicum in Counseling Adolescents and Adults II (S: 3)

Prerequisite: PY 646 and consent of the Program Coordinator

This is the first advanced practicum in psychological services and counseling with adolescents and adults. Students must sign up in Campion 309 at least four months in advance of registration. Placements are in off-campus sites and require the student to be available at least two days per week (200 clock hours) during normal working hours. Boston College Counseling majors only.

The Department

PY 747 Practicum/Internship in School Psychology III (F: 3)

Prerequisite: PY 547, PY 647, and the consent of the Program Coordinator. Students must sign up in Campion 309 at least four months in advance of registration.

Students are placed in a comprehensive K-12 school system under the supervision of a practicing certified school psychologist. Placements are in off-campus sites and require the student to be available at least two days per week during normal working hours (8:00 a.m.-3:00 p.m.). Boston College School Psychology majors only.

The Department

ED 750 Practicum in Educational Administration and Supervision (F, S: 3)

A guided field experience which enables students to meet one of the certification requirements for the role of Supervisor/Director, Principal (N-6) (5-9) (9-12), Special Education Administrator, School Business Administrator, Assistant Superintendent and Superintendent. A practicum is needed for each role together with approved required courses. The practicum is a minimum of 150 clock hours and will be awarded three graduate credits upon successful completion. The practicum will be supervised and evaluated by a faculty supervisor in collaboration with a cooperating practitioner. Students will be assigned clearly defined administrative responsibilities for at least one-half of the practicum and full responsibilities for one or more assignments for a substantial part of the practicum. Performance is evaluated using Massachusetts Department of Education standards. Application for placement must be completed by April 15 for fall semester placement and by November 1 for spring semester placement. Prior to beginning of the practicum the student is to meet with the faculty supervisor to clearly identify objectives and expectations to be achieved. By arrangement.

Philip DiMattia

ED 755 Administrative Theory and Leadership (F: 3)

This course is designed to study theories of administration and the historical changes that have taken place in them during the last fifty years. Research behind the theories will be addressed.

The Department

ED/PY 763 Rorschach Testing (S: 3)

Prerequisite: Projective Testing. The clinical use of the Rorschach Test for personality assessment of children and adults.

See Boston College Summer Session Catalog.

The Department

ED 770 History and Theory of Higher Education (F: 3)

The objectives of this course are an understanding of the evolution, functions, and problems of various types of higher education institutions; an appreciation of the role of higher education in promoting civic, economic and cultural life in a free society; an insight into the theoretical issues relative to purposes and methods of higher education; and an acquaintance with the major trends in college curriculum and instructional practice.

Edward Power

ED 771 Organization and Administration of Higher Education (F: 3)

This course is designed to address patterns of organization and administration of institutions of higher education. Institutional characteristics and locus of decision-making will be examined.

Mary Griffin

ED 772 Student Affairs Administration (S: 3)

An interdisciplinary study and analysis of college student services and student development programs in higher education. The course will focus on the student affairs profession—its history, philosophy, and ethical standards, the services it provides, and its practitioners. Special attention will be given to the relation of theory to contemporary student affairs practice. In addition, the course will examine how changing forces in the demographic, social, legal and technological environment of higher education affect fundamental issues in professional practice. The investigation of theory, research, and current issues in student affairs will be supplemented by an overview of student functions in colleges and universities. Required course for all M.A. candidates in Higher Education.

Karen Arnold

ED 773 College Teaching (S: 3)

Planning, organizing, delivering, and evaluating learning experiences for college students will be examined with special emphasis on research findings and new technologies.

The Department

ED 774 The Community-Junior College (S: 3)

An examination of the history, values, functions, and purposes of the community-junior college, with attention given to the relationship of the community-junior college to higher education and American society.

The Department

ED 776 Critical Issues Within Continuing Education (F: 3)

Student demographics and trends for the nineties commit institutions to recruiting non-traditional students who seek the necessary tools to improve the quality of their personal and professional lives. Surveying the factors affecting this growth include determining organizational structure; assessing continuing education units; analyzing political complexities; uncovering unique adult learning styles and behavior; committing funds to adult learning programs; and encouraging cooperation between agencies. The comparative advantages of educational services offered by libraries, associations, businesses, proprietary schools and universities will be contrasted.

James Woods, S.J.

ED/PY 778 Theories in Student Development (F: 3)

An intensive introduction to the theoretical and research literature in college student development and related interdisciplinary fields. Basic concepts, theory, and current research in the field will be studied and discussed. Special attention will be given to the implications of ethnicity, age, gender, and other individual differences on the development of students. Required course for all students in Higher Education.

Karen Arnold

ED 779 Global and Comparative Systems in Higher Education (S: 3)

This course is a systematic attempt to examine how higher education systems are organized and governed in a variety of countries. *Not offered 1993-94.*

Ted I.K. Youn

ED 782 Student Teaching: Severe Special Needs (F, S: 3)

A field assignment for professionals in the final semester of the severe special needs program. Prerequisites include permission of the program coordinator and successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the assignment: by November 1 for spring student teaching and by March 15 for fall student teaching. Performance will be evaluated in accordance with the standards set by the Massachusetts Department of Education. Prior to the beginning of the student teaching experience, students will meet the faculty supervisor to identify objectives and expectations to be achieved. By arrangement.

Field Office Director

ED 783 Internship: Educator of the Visually Handicapped (F, S: 3)

The advanced student in the Educator of the Visually Handicapped Program is assigned to a school for teaching/consultant experiences under the supervision of the cooperating school staff as well as B.C. Faculty. By arrangement.

Field Office Director

PY 811 Seminar in Effects of Early Experience (F: 3)

This course is divided into two parts, both dealing with different types of early experiences. The first part deals with the recent status of heredity-environment controversies in the areas of race, social class and sex differences. The second part involves an in-depth analysis of stress factors during the early years. Poverty and methods of early intervention are discussed. Family stress factors such as divorce and day care are analyzed from a family systems approach, and the effects of alternative family-rearing patterns such as single parent families and step-families are analyzed.

Beth Casey

PY 813 Seminar in Social Development and Parenting

This seminar will focus on the social development of the child and the influence of parenting variables on social development.

Not offered 1993-94

Martha Bronson

PY 814 Seminar in Psychology of Adulthood (S: 3)

Prerequisite: Permission of the instructor

Topics may include historical and cross-cultural perspectives, life cycle theory; psychological needs; physiology; interpersonal relations; cognitive and moral development; androgyny; sexuality; vocational needs; generativity; deviant behavior; family life; integrity and aging; facing death; and the special educational needs of adults. Students will participate in a major research project.

John Dacey

PY 817 Seminar in Adolescent Psychology

Topics discussed may include physical, cognitive, moral, personality, and interpersonal development. *Not offered 1993-94*

John Dacey

ED 819 Educational Change: The Communication of Innovations (S: 3)

Prerequisite: ED 720, ED 914, or consent of instructor

This course will examine how change that effects occupational behavior takes place within organizations and individuals as a result of the intentional behavioral interventions of change agents.

Not offered in 1993-94

George T. Ladd

ED/PY 829 Design of Research (F, S: 3)

This course considers topics pertaining to the conduct of research. Topics examined will include stating research problems and hypotheses, sampling strategies, operationalizing variables, ethical concerns in conducting research, and the limits of research. A large part of the course is devoted to methodological strategies associated with varied research designs, including qualitative, historical, single subject, survey, experimental, quasi-experimental, and correlational.

The Department

PY 840 Seminar: Professional Issues in Counseling Psychology (F: 3)

Prerequisites: Consent of Director of Training

An advanced seminar focusing primarily on ethical and legal issues in counseling psychology. Topics will also include certification and licensing, accreditation, professional identity, the history of counseling psychology, and future developments in professional psychology. Open to doctoral students in counseling psychology only.

The Department

PY 841 Seminar in Evaluation and Research in Counseling (F: 3)

Prerequisite: Doctoral students in Counseling Psychology only. Sign up in the Counseling Psychology office in advance.

A study of experimental designs in psychotherapy research, uniformity assumptions, process-outcome confusion and criterion measurements. Methodological approaches include naturalistic-correlational studies and observations, generalist-manipulative and factorial designs as well as single case design. An examination of research on counselor characteristics, client variables and treatment approaches.

Bernard O'Brien

PY 842 Seminar in Counseling Theory (S: 3)

Prerequisite: Doctoral students in Counseling Psychology only. Sign up in Campion 309 in advance.

An analysis of major theories of counseling and psychotherapy. Students will be asked to explore these theories from the perspective of their position in the history of psychology and in light of their current usefulness. The seminar will also focus on helping students integrate research and counseling techniques into a coherent frame of reference for their own work with clients. By arrangement.

Sandra Crump

PY 843 Seminar in Career Development (F: 3)

Prerequisite: PY 448 or equivalent. Sign up four months in advance in Campion 309. Boston College doctoral students in Counseling Psychology only.

Research methodology and findings related to key aspects of career theory and behavior are critiqued. Research related to gender differences and racial/ethnic issues is also highlighted.

Donna Moilanen

PY 844 Seminar in Counseling Supervision (F: 3)

Prerequisite: Sign up in the Counseling Psychology Office in advance. Doctoral students in Counseling Psychology only.

Methods and techniques of supervising counselor trainees in counseling practicum, internship, or in-service training programs. Designed for the advanced graduate student who is planning to become a counselor supervisor or counselor educator.

Sandra Crump

PY 845 Seminar in Group Theory and Research (S: 3)

Prerequisite: PY 640 or equivalent. Sign up in the Counseling Psychology Office in advance. Doctoral students in Counseling Psychology only.

The theory and research on small group therapy is surveyed. Emphasis is placed on a critical review of both theoretical and methodological issues related to the process and outcome aspects of small-group functioning. Students will be expected to focus on one aspect of small-group functioning in the process of conducting a review of the literature and developing a research proposal to address the identified issues.

Donna Moilanen

PY 846 Advanced Pre-internship Counseling Practicum (S: 3)

Prerequisite: PY 746 or equivalent and consent of Director of Training. Boston College doctoral students in Counseling Psychology only.

Students must sign up in Campion 309 the preceding semester. Placements require the student to be available at least two days per week during normal working hours (Mon.-Fri. 8 a.m.-5 p.m.) Placements and practica seminars are for both semesters. Satisfactory completion of this course is a prerequisite for the doctoral internship.

Work under supervision with clients needing counseling for any of the reasons usually occurring in a counseling agency. By arrangement

Mary Walsh

PY 847 Practicum/Internship in School Psychology IV (S: 3)

Prerequisites: PY 747 or equivalent and consent of the Program Coordinator.

Students must sign up in Campion 309 at least four months in advance of enrollment. Placements are in off-campus sites and require the student to be available at least two days per week during normal working hours. Students work under qualified psychological supervision in a school, hospital, clinic, or in any location where exemplary learning experiences may be obtained. The facility or location of placement must concern itself with the evaluation, treatment and remediation of learning and adjustment difficulties of children between the ages of three and twenty-one. *Boston College School Psychology majors only.*

The Department

PY 849 Doctoral Internship in Counseling Psychology (F, S: 1-2)

Prerequisite: Consent of Director of Training. Minimum of 400 clock hours of counseling practicum (e.g., PY 646, 746, 846). Boston College Doctoral Candidates in Counseling Psychology only. Internships usually cover a calendar year beginning in July. Thus, applications must be submitted in November of the preceding year.

Students must complete the equivalent of one full year in internship either half-time for four semesters (1 credit hour per semester), or full time for two semesters (2 credit hours per semester). Placement in an approved counseling setting for supervised psychodiagnostic and interviewing experience with clients, group counseling and other staff activities. By arrangement

849.01 (1 credit)

Sandra Crump

849.02 (2 credits)

Sandra Crump

ED/PY 851 Qualitative Research (S: 3)

Students will be introduced to the foundations and techniques of carrying out qualitative research. Topics include philosophical underpinnings, planning for a qualitative research project, negotiating entry, ethics of conducting research, data collection and analysis, and writing up/presenting qualitative research. Along with several field exercises, the course requires a research project involving participant observation and/or interviewing.

Polly Ulichny

ED 853 School Business Management (S: 3)

Prerequisite: ED 452

This seminar will consider in depth the major sources of school financial support. There will be special emphasis on the evaluation of the current state aid and federal programs. Students will focus on financial planning and sound business management practices operative in school systems. Each student will complete an independent study in one area of school business management.

The Department

ED 857 School Plant Planning (S: 3)

This course will consider criteria for adequate school plants, building operations and management; the relation between the educational program and school facilities; site selection; building layout; and financing procedures. Special empha-

sis will be placed on the evaluation of existing school plants, rehabilitation, and energy conservation. The course includes visits to new and recently rehabilitated school buildings.

Charles F. Smith, Jr.

ED 859 Readings and Research In Curriculum, Administration and Special Education (F, S: 1-6)

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study. Approval by the faculty member is required prior to registration. By arrangement *John F. Savage*

ED/PY 860 Survey Methods in Educational and Social Research (S: 3)

Prerequisite: One year of statistics

The design of surveys and assessments, including sampling theory, instrument development, and administering surveys, including training survey administrators, quality control, data coding, data reduction, statistical analysis and inference, report writing, and presentation of results. Practical issues such as using available sampling frames and minimizing non-response will also be covered.

Ronald Nuttall

ED/PY 861 Construction of Attitude and Opinion Questionnaires (F: 3)

This course is usually taken as the first of a two-course sequence with the second semester ED/PY 860 Survey Methods in Education and Social Research (see above). Techniques for the construction and analysis of attitudinal and opinion questionnaires will be covered. Topics include Likert scales, Thurstonian scales, Guttman scales, ratio-scaling procedures. A survey instrument containing a variety of scales and analysis plans for a survey conducted using the instrument will be developed.

Ronald Nuttall

ED 873 Curriculum Development and Design in Higher Education (F: 3)

This course focuses on the evolution of the American college and university curriculum. It will examine the historical development of the curriculum with a particular emphasis on the development of the liberal arts curriculum. Students are encouraged to take ED 770 prior to this course, although it is not required.

Not offered 1993-94.

Ted Youn

ED 874 Strategic Planning and Policy Analysis (F: 3)

Modern universities and colleges are increasingly faced with complex problems of institutional planning and organizational uncertainties. How does analysis help to make appropriate choices and why are certain forms of policy analysis more effective? Are there any systematic connections between the process where the problem is defined and the process of implementation? How does the level of available knowledge and information help institutions to solve their policy problems? In many respects, these questions are common to many governmental policy-making organizations, and will be studied. This course will review a variety of concep-

tual models of policy-making and planning that are developed in economics and political science. It will particularly study those that might be useful to higher education.

Ted I.K. Youn

ED 876 Financial Management in Higher Education (S: 3)

The acquisition and allocation of funds in institutions of higher education is studied. Financial management emphasis includes an introduction to fund accounting, asset management, capital markets and sources of funds, financial planning, and endowment management. Included also are specific techniques used in financial analysis; e.g., break-even analysis and present value techniques.

Francis Campanella

ED 878 The College, Courts and the Law (F: 3)

An examination of court interpretations of constitutional issues that affect higher education. Utilizing the case approach, the course will focus on topics such as due process for faculty and students, tenure, academic freedom, collective bargaining, and affirmative action. *The Department*

ED 879 Seminar on the Higher Education of Women (S: 3)

This seminar will focus on the interdisciplinary study of women in American higher education. Contemporary theory, research, and critical issues will be considered as they apply to undergraduate and graduate students, faculty, administrators, and student affairs practitioners. Restricted to doctoral students. *Not offered 1993-94*

Karen Arnold

ED/PY 910 Readings and Research in Counseling, Developmental Psychology and Research Methods (S: 3)

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study. Approval by the faculty member is required prior to registration. By arrangement *Mary Walsh*

PY 911 Seminar in Cognitive Processes (F: 3)

This seminar focuses on the individual differences in cognition. It examines differences in how individuals think and learn. Differences in terms of gender, learning disabilities, and handedness will be examined. Within-group individual differences will be studied. For example, we will examine individual differences within women and girls, as well as differences between males and females. The biologically-based theories (focusing on patterns of brain organization) and the environmentally-based theories (focusing on the contribution of socialization factors) have produced two separate streams of research. We will review both literature sets and explore mechanisms for studying the interaction between biology and environment. The fit between the individual and the environment and the implications of this fit for school and job functioning will be addressed. Next offered 1994-95 *Beth Casey*

PY 913 Seminar in the Theories of Motivation (F: 3)

Prerequisite: Permission of the instructor

A study of traditional theories (James McDougall, Freud, Murray, Harlow, Maslow, Cronbach) and contemporary motivational sys-

tems (drive-reduction, self-stimulation, approach-withdrawal, arousal and reinforcement). Particular attention will be given to implications for classroom procedures.

Not offered 1993-94.

John Travers

PY 915 Culture and Psychology (S: 3)

This course will explore select psychological constructs and processes, for example, the self, family and community relations, and suffering, towards a rethinking of the relationship of culture and psychology and its implications for intercultural collaboration and action.

M. Brinton Lykes

PY 916 Seminar in the Theories of Child Development (F: 3)

Prerequisite: Permission of the instructor

An examination of the developmental sequence with particular emphasis upon physical, intellectual, emotional, and social aspects. Special attention will be given to particular topics or theories that illustrate either phases of development or emphasize the interrelated nature of development (for example, heredity, language development, and socialization). *Next offered 1994-95*

ED/PY 917 Cognitive-Affective Bases of Behavior (F: 3)

Students in this seminar will use longitudinal research studies to examine the coherence of individual differences from infancy through adulthood. Sources of continuity and discontinuity will be examined. Topics will include attachment relationships, personality, social, and cognitive development. Longitudinal studies examined will include the Berkeley Growth Studies, the Block Project, the Minnesota Project, the work of Michael Rutter and colleagues, and others.

The Department

ED/PY 941 Dissertation Seminar in Counseling and Developmental Psychology and Research Methods (F, S: 3)

Prerequisite: Advanced Statistics and Research Design. Permission of the instructor. Sign up in Campion 309 in advance.

Open to doctoral students in Counseling and Developmental Psychology. Focus will be on research topics relevant to psychology. Designed to assist students in preparation of a formal doctoral dissertation proposal. Students must present a draft proposal for faculty and student reaction. An acceptable dissertation proposal is required for completion of the course.

The Department

ED 951 Dissertation Seminar in Curriculum, Administration and Special Education (F, S: 3)

This is a student-centered seminar which is aimed at assisting doctoral students in identifying, shaping, and defining a research topic. Students will be expected to develop an Intent to Propose a Thesis and to work toward the development of a full-scale draft of a Thesis proposal. Prior to the completion of the seminar, students will be expected to have established a Thesis Committee.

The Department

ED 953 Advanced Seminar in Supervision (S: 3)

An advanced seminar for doctoral students in Curriculum, Instruction and Administration, or with permission of professor. This seminar will concentrate on current and recent major issues in the area of supervision and evaluation.

This is an advanced course to follow ED 456 and is most useful to principals, superintendents and central office personnel.

Not offered 1993-94.

The Department

ED 958 Internship in Educational Administration (F, S: 3-6)

A guided field experience which enables students to meet one of the certification requirements for the role of Supervisor/Director, Principal (N-6) (5-9) (9-12), Special Education Administrator, School Business Administrator, Assistant Superintendent and Superintendent. A practicum is needed for each role together with approved required courses. The practicum is a minimum of 150 clock hours and will be awarded three graduate credits upon successful completion. The practicum will be supervised and evaluated by a faculty supervisor in collaboration with a cooperating practitioner. Students will be assigned clearly defined administrative responsibilities for at least one-half of the practicum and full responsibilities for one or more assignments for a substantial part of the practicum. Performance is evaluated using Massachusetts Department of Education standards. Application for placement must be completed by April 15 for fall semester placement and by November 1 for spring semester placement. Prior to beginning of the practicum the student is to meet with the faculty supervisor to clearly identify objectives and expectations to be achieved. By arrangement.

The Department

ED 960 Seminar in Educational Measurement and Research (F: 3)

Consideration of recent literature dealing with theoretical and procedural developments in measurement, evaluation, and research methodology.

The Department

ED 969 Education: Toward A Global Perspective (F: 3)

The entrance into the global and ecological age presents unprecedented challenges to educators. Teaching and learning will have to encompass

new perceptions, new methodologies, new skills and new attitudes and values about the way we view our relationships with and our interdependence upon one another. This course will explore issues that have assumed global dimensions: environment, hunger, terrorism, refugees, Aids, women, technology, etc. Practical aspects of curriculum development to create a global consciousness will be discussed and analyzed.

Clare Fitzgerald

ED 970 Case Studies and Decision-Making in Higher Education (S: 3)

This course is designed to study present-day concerns and situations on campuses of higher education institutions by means of the case study approach. The art and science of decision-making are major factors in every case.

Mary Griffin

ED 972 Colloquium in Higher Education (S: 3)

This course will provide an occasion for advanced graduate students to examine a topic area that is usually not covered in ordinary courses. The subject area will be announced each year, and the instructor may invite expert speakers to the classes. Students will engage in intensive exploration of the subject at hand.

Ted I.K. Youn

ED 973 Seminar in Research in Higher Education (F: 3)

This is an advanced-level seminar on selected topics in higher education. Specific topics, such as research problems in the historical analysis of higher education, research problems in organizations and governance in higher education, or research problems in student culture will be announced in each year.

Not offered 1993-94.

Ted I.K. Youn

ED 975 Internship in Higher Education (F: 3-6, S: 3-6)

A one-semester guided field experience for students enrolled in higher education programs. Students will select an educational placement at Boston College or an area college, university, or higher education agency. Under professional supervision the student will participate in the ongoing work of the office and be responsible for appropriate assignments. Bi-monthly internship meetings will address educational issues and skills development in professional practice and exam-

ine the relation of student projects to theory and research in higher education. By arrangement Restricted to M.A. and Ph.D. students in Higher Education.

Karen Arnold

ED/PY 988 Dissertation Direction (F, S: 3)

Prerequisite: Consent of academic advisor

All advanced doctoral students are required to register for six credit hours of dissertation related coursework, at least three of which are 988. The other three are usually the Dissertation Seminar for the student's area of concentration. By arrangement

The Department

ED/PY 998 Doctoral Comprehensives (F: 0-S: 0)

All doctoral students who have completed their course work, are not registering for any other course, and are preparing for comprehensive exams must register for this course to remain active and in good standing.

Mary Brabeck

ED/PY 999 Doctoral Continuation (F: 0-S: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. A formal petition for extension of time must be submitted and permission granted to continue in a doctoral program beyond the eight year period.

The Department

E N G L I S H

FACULTY

P. Albert Duhamel, *Professor Emeritus*; B.A., College of the Holy Cross; A.M., Boston College; Ph.D., University of Wisconsin

John J. Fitzgerald, *Associate Professor Emeritus*; A.B., Boston College; A.M., Ph.D., Fordham University

John H. Randall, III, *Associate Professor Emeritus*; A.B., Columbia University; A.M. University of California at Berkeley; Ph.D., University of Minnesota

Joseph McCafferty, *Assistant Professor Emeritus*; A.B., A.M., Boston College

Joseph A. Appleyard, S.J., *Professor*; A.B., Boston College; Ph.D., Harvard University

J. Robert Barth, S.J., *Professor*; Ph.D., Harvard University

Rosemarie Bodenheimer, *Professor*; A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

Adele M. Dalsimer, *Professor*; A.B., Mt. Holyoke College; M.S., Hunter College; Ph.D., Yale University

Richard E. Hughes, *Professor*; A.B., Siena College; A.M., Boston College; Ph.D., University of Wisconsin

Paul Lewis, *Professor*; A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

Robin R. Lydenberg, *Professor*; A.B., Barnard College; A.M., Ph.D., Cornell University

John L. Mahoney, *Professor*; A.B., A.M., Boston College; Ph.D., Harvard University

Kristin Morrison, *Professor*; A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

Richard J. Schrader, *Professor*; A.B., Notre Dame University; A.M., Ph.D., Ohio State University

E. Dennis Taylor, *Professor*; A.B., College of the Holy Cross; A.M., Ph.D., Yale University

Christopher P. Wilson, *Professor*; A.B., Princeton University; Ph.D., Yale University

Judith Wilt, *Professor, Chairperson of the Department*; A.B., Duquesne University; Ph.D., Indiana University

Henry A. Blackwell, *Associate Professor*; A.B., Morgan State College; M.A., Ph.D., University of Chicago

Robert L. Chibka, *Associate Professor*; B.A., Yale University; M.F.A., University of Iowa; M.A., Ph.D., Cornell University

Mary Thomas Crane, *Associate Professor*; A.B., Harvard College; A.M., Ph.D., Harvard University

Paul C. Doherty, *Associate Professor*; A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

Carol Hurd Green, *Adjunct Associate Professor*; B.A., Regis College; M.A., Georgetown University; Ph.D., George Washington University

Dayton Haskin, *Associate Professor*; A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University

Robert Kern, *Associate Professor*; A.B., City College of New York; A.M., Ph.D., Harvard University

Joseph A. Longo, *Associate Professor*; B.S., M.Ed., A.M., Ph.D., Rutgers University

John F. McCarthy, *Associate Professor*; A.B., Harvard University; A.M., Ph.D., Yale University

Robert E. Reiter, *Associate Professor*; A.B., St. Bonaventure University; Ph.D., University of Michigan

Frances L. Restuccia, *Associate Professor*; B.A., M.A., Occidental College; Ph.D., University of California at Berkeley

Alan Richardson, *Associate Professor*; A.B., Princeton University; A.M., Ph.D., Harvard University

Jennifer A. Sharpe, *Associate Professor*; B.A., Ph.D., University of Texas at Austin

Cecil F. Tate, *Associate Professor*; A.B., University of Maryland; A.M., Ph.D., Emory University

Andrew J. Von Hendy, *Associate Professor*; A.B., Niagara University; A.M., Ph.D., Cornell University

James D. Wallace, *Associate Professor*; B.A., Earlham College; M.A., Bread Loaf School of English; Ph.D., Columbia University

William Youngren, *Associate Professor*; A.B., Amherst College; A.M., Ph.D., Harvard University

Raymond G. Biggar, *Assistant Professor*; A.B., Bowdoin College; M.A.T., Harvard University; Ph.D., University of Wisconsin

Anne Fleche, *Assistant Professor*; B.A., State University at Buffalo; M.A., Ph.D., Rutgers State University

Suzanne M. Matson, *Assistant Professor*; B.A., Portland State University; M.A., Ph.D., University of Washington

Philip T. O'Leary, *Assistant Professor*; A.B., Holy Cross; Ph.D., Harvard University

Francis W. Sweeney, S.J., *Assistant Professor*; A.B., College of the Holy Cross; Ph.L., Weston College; A.M., Boston College

Laura Tanner, *Assistant Professor*; B.A., Colgate University; Ph.D., University of Pennsylvania

Laurence Tobin, *Assistant Professor*; B.A., Earlham College; M.A., University of Chicago; Ph.D., University of New Hampshire



PROGRAM DESCRIPTION

Master of Arts Program

Students seeking the degree of Master of Arts in English will be expected to complete satisfactorily the requirements in courses granting at least 30 hours of graduate credit, three of which must be in a course on Bibliography. As an option, up to six of the required 30 hours of graduate credit may be directed to courses of independent study resulting in a longer paper either critical or creative in nature. Students wishing to pursue this option should consult with the Program Advisor early in their graduate careers.

Students must also pass two written examinations—a language examination and a literary studies examination. The first will demonstrate the candidate's ability to read a foreign language. The second will test three different skills or practices associated with literary studies—the ability to read closely a short poem or prose passage, the ability to gauge the style and content of a number of passages and then to place them in their proper historical period, and the ability to apply a theoretical or methodological position to a specific text. The examinations are offered in December, May, June and August. The language exam may be taken at any administration during the course of a student's program; the literary studies examination is to be taken only after all courses have been completed or are in the process of completion. Students should consult with the Director of the M.A. and with other faculty to plan an appropriate course of studies in anticipation of the examinations. The candidate may elect to take the foreign language examination in a wide range of languages related to an area of special interest. The written examination may be waived if the candidate can supply proof of proficiency in a language other than English in the form of an undergraduate transcript carrying credits for the completion of at least six semester hours in an advanced course with grades of B or better: the course must have been completed within three years of application for waiver.

Copies of the list of titles upon which the candidate will be examined are available from the Department upon registration. Students are advised to see the Program Advisor in order to help them prepare for this examination by making an informed choice of the courses regularly available to them.

Admission to all Master's programs in English presupposes prior submission of all previous undergraduate transcripts, as well as transcripts of all previous graduate work, personal statement, writing sample and letters of recommendation, (at least one from an English instructor). Graduate Record Examination (GRE) scores, including both the Aptitude Scores and the Achievement Scores in English are required.

Master of Arts in American Studies

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Cooperating faculty include members of the English, History, Political Science, Sociology and Fine Arts departments. Admission of any applicant will be determined by *both* the major department and the American Studies Committee.

The Program is designed to encourage an understanding of the American experience by bringing students to an integrated view of American Culture. Candidates concentrate in a major department, while integrating the methods of interdisciplinary work developed in a year-long colloquium and seminar in the literature and practice of American Studies. In addition, the student is required to take one research seminar, plus twelve hours of graduate work in his/her major field, and nine in a field related to that major interest. At the end of a student's course of study, the Master's candidate undergoes an oral examination testing his/her ability to synthesize several areas of knowledge.

The Program also has several extracurricular dimensions. It has been a focal point for programs drawing upon the cultural resources of the Boston area. In past years, the Program has sponsored a Teacher's Institute in Boston history, and the Architectural Heritage Program's summer course sponsored by the Commons.

Master of Arts Concentration in Irish Literature and Culture

Since the 1991–92 academic year, Boston College has offered an M. A. degree with a concentration in Irish Literature and Culture under the auspices of the English Department. Candidates seeking the degree will be expected to complete within two years requirements in courses granting thirty hours of graduate credit, at least twelve of which must be in Anglo-Irish literature. In addition, unless proficiency is demonstrated in a written examination, all candidates will be required to complete six credits of course work in the Irish language as a step towards achieving reading ability in modern Irish. Remaining credits may be taken in Irish Studies courses offered by other University departments, such as History, where there is already a graduate program in Irish history, Music, Fine Arts, and Slavic (where Old Irish is taught). As an option, up to six credits of the required thirty hours may be directed to courses of supervised independent research. At the end of the course of study, students will take an interdisciplinary oral examination, focusing on a specific period, genre, or theme chosen by themselves after consultation with members of the Irish Studies faculty.

English faculty offering graduate courses in Irish Studies will include Professors Adele Dalsimer, and Philip O'Leary. In addition, beginning

in the 1991 academic year, the distinguished visiting scholar holding the Burns Chair in Irish Studies will teach graduate courses in the program. The Holder of the Burns Chair for 1993–94 is Maurice Harmon, Professor of History at University College in Dublin.

Information concerning the program can be obtained by writing to the program director, Philip O'Leary, at the Department of English, Boston College, Chestnut Hill, MA 02167.

Master of Arts in Teaching

The Department, in cooperation with the School of Education, offers a program leading to the degree of Master of Arts in Teaching.

Graduate Assistantships and Teaching Fellowships

Students in the first year of the M.A. program are eligible to receive financial aid in the form of tuition remission. Second year students are eligible for Teaching Fellowships, conferring a stipend and partial remission of tuition.

Certificate of Advanced Graduate Study

The Certificate of Advanced Graduate Study in English is a permanent part-time program primarily intended for English teachers who wish to extend and broaden their professional preparation beyond the requirements of a Master's degree, but it is also flexible enough to meet the needs of the many who may wish to continue their education through further cultural study.

The Certificate will be awarded upon the completion of 30 graduate credit hours, at least half of which must ordinarily be in English Department courses. The balance can be taken in any related areas, such as history, philosophy, classics, modern languages or art which may be of particular interest or usefulness to the teacher concerned with developing specialized courses or the general student interested in exploring new areas.

To provide for the needs of the in-service teacher whose professional development is the continuing concern of this program, the English Department regularly schedules courses in the latter part of each afternoon on a wide variety of periods and authors. The program also provides opportunities for independent directed-study courses which may be tailored to meet the needs of special students.

Doctor of Philosophy Program

Normally, no more than four students will be admitted to the doctoral program each year. The small number of students makes possible a flexible program, individually shaped to suit the interests and needs of each student.

All students accepted into the program receive stipends and tuition remission. Fellowships are renewed for four years as long as the student is making satisfactory progress toward completion of requirements for the degree.

Course Requirements

The only specified course requirements are four doctoral seminars to be taken usually in the first two years. The remainder of the student's program may include other courses in the graduate English department or related disciplines, small reading groups, or individual tutorials. Most students will have taken eight to ten courses by the end of the second year.

Language Requirement

Students must demonstrate an ability to read two foreign languages or a working knowledge and application of one foreign language and its literature. The first alternative requires successful performance on two translation examinations in which a short text must be translated adequately (with use of a dictionary) in two hours. The second involves submitting a paper in which knowledge of the foreign language is used to work out a literary question or translating a substantial critical or literary text currently unavailable in English.

Examinations

Each student will direct a course of study toward completion of one major and three minor examinations.

A *major examination* consists of a two-hour oral examination usually on a period or genre.

A *minor examination* is narrower in scope and normally runs one and one-half hours. It may consist of an oral or written examination on a reading list, but students are also encouraged to choose forms for minor examinations that approach the material with a particular pedagogical or scholarly end in view: design of a course or plan for an anthology; delivery of a lecture; preparation and defense of a paper for publication.

All examinations are graded according to the University scale for graduate examinations. The chairperson of the examining board submits the grade immediately and prepares, as soon as possible, a written evaluation of the examination for the student and the departmental records. Other members of the board may also submit individual reports.

Teaching

Students are required to teach two one-semester undergraduate courses under the supervision of a faculty member. For at least one of the semesters the student will teach a section of the departmental Freshman English course. For the other semester the student may continue to work in this program or may teach a course of the student's own design for more advanced undergraduates, or may work in a course for beginning English majors in cooperation with a member of the faculty and other doctoral students.

The Dissertation

After consultation with a faculty advisor, the student will write a prospectus describing the thesis topic and include a tentative bibliography. This material will be submit-

ted to a dissertation director and two readers who will supervise, read and approve the dissertation.

Students are responsible for acquainting themselves with all University requirements, fees, and deadlines pertinent to thesis submission and graduation. This information can be obtained from the English Department office or from the University Registrar's office.

The Ph.D. Colloquium

A student committee organizes and schedules monthly Ph.D. colloquia, at which faculty members, outside speakers, or doctoral students lead discussions on literary topics. Graduate students and faculty are invited.

Course of Study

The Ph.D. program is designed so that it may be completed in four years. Each student plans and paces an individual course of study in consultation with the Advisor to the program.

Students should keep the following guidelines in mind (counting each required seminar, examination, semester of teaching as one unit):

- 5 units should be completed by the beginning of the second year;
- 10 units should be completed by the beginning of the third year;
- 13 or more units and the language requirement should be completed by the beginning of the fourth year.

The fourth year should be largely devoted to the dissertation, but the student is urged to choose a topic, consult with a thesis director, and begin work before the end of the third year, even if an examination remains to be passed.

The Program in Linguistics

The Program in Linguistics, in the Department of Slavic & Eastern Languages, offers courses for graduate students in English who want to study English from a linguistic perspective or to examine the nature of language in general. Consult the appropriate listings for the following courses:

- SL 216/EN 552 Poetic Theory
 - SL 223/EN 571 Applied English Grammar and Style
 - SL 311/EN 527 General Linguistics
 - SL 323/EN 121 The Linguistic Structure of English
 - SL 325/EN 528 Historical Linguistics
 - SL 339/EN 234 Semiotics and Semantics
 - SL 360/EN 660 Teaching English to Foreign Students
 - SL 362/EN 112 Language in Society
- These courses satisfy degree requirements in English under either prefix (EN/SL)

COURSE OFFERINGS

Graduate Courses

EN 708 Introduction to Contemporary Theory (F: 3)

This course is designed to help graduate students in literature become familiar with some major trends in contemporary critical theory. Because an attempt to cover all aspects of this field is bound

to produce confusion, vertigo, nausea, and despair, we will concentrate on only three areas: deconstruction, psychoanalytic criticism, and feminism. Readings will include texts by such figures as Barthes, Derrida, Kristeva, Freud, Lacan, Irigaray, Gilbert and Gubar, Cixous, and others.

Robin Lydenberg

EN 716 Shakespeare and Donne (S:3)

The study of these writers will focus especially but not exclusively on works that place them as contemporaries. Readings will include Shakespeare's *Sonnets* and two or three of his major plays, and Donne's *Songs and Sonnets*, *Elegies*, and *Divine Poems*. The course will involve an explicitly theoretical component: we will explore issues in reception-history and consider our materials in relation to the New Historicism.

Dayton Haskin

EN 731 British Romantic Poetry (F: 3)

The development of Romanticism in 19th century England. The course will focus on close reading and analysis of the major poetry and literary theory of Wordsworth, Coleridge, Byron, Shelley, Hazlitt, and Keats. Special attention will be given to some of the important non-canonical poets currently being anthologized and written about in critical discourse about the field.

While the primary emphasis will be on the poetry, there will be regular consideration and discussion of connections between literature and culture. The class will attend to the best traditional criticism and to significant recent theoretical approaches.

John Mahoney

EN 759 Twentieth Century Poetry (F: 3)

A study of the movement from traditional to free verse, from Hardy to Creeley. We shall study the evolution of poetic form and attempt to understand this development, the most astonishing in five hundred years of English (and later American) poetic verse. Our text will be the *Norton Anthology of Modern Poetry*. By considering various poets we will attempt to construct a history of this new terrain.

Dennis Taylor

EN 771 Major Victorian Writers (S: 3)

A survey of Victorian poetry and non-fiction prose. The course will encompass not only the major Victorian poets—Tennyson, Browning, Arnold, Hopkins—but also the great Victorian “prophets”/“sages”—Carlyle, Ruskin, Arnold, Pater—who transcended conventional distinctions of discourse, such as critical/creative, secular/religious, aesthetic/moral, fiction/fact, poetry/prose, history/myth, with varying degrees of deconstructive self-consciousness and deliberation.

John McCarthy

EN 775 The Age of Irony (S:3)

This course will study, in four different types of writing, the operation of various modes of irony characteristic of the 18th century. The four writers read and discussed will be Pope, Hume, Gibbon, and Johnson. In moving from poetic satire to technical philosophy to history to practical moralizing and literary criticism, we will try to keep in mind one central question: why did these four very different writers, working in (at least) four

different genres, turn so naturally and consistently to irony? The course will probably be conducted mainly in discussion—though we might run it as a seminar if the size is right. *William Youngren*

EN 779 Contemporary American Poetry (S:3)

Readings in recent American poetry with attention to the diversity of formal method, style, theme, and theoretical framing which characterizes post-Modern poetry. We will read from Ashbery, Rich, Merwin, Glück, Graham, and others. *Suzanne Matson*

EN 788 Irish Heroic Literature in Modern Adoption (F:3)

Beginning with a study of the ethos of Irish heroic literature in its historical and cultural context, this course will then examine the uses, ideological, aesthetic, and personal, to which that material has been put by Irish writers of the past two centuries. Particular attention will be paid to shifting concepts of “authenticity” and the degree to which various creative artists have either retained, reinterpreted, or reinvented what they perceived to be the essence of their originals. Among writers to be studied will be Standish James O’Grady, W.B. Yeats, Lady Gregory, J. M. Synge, Patrick Pearse, James Joyce, James Stephens, Eimar O’Duffy, Flann O’Brien, Austin Clarke, and Seamus Heaney. *Philip O’Leary*

EN 789 Eighteenth-Century Comedies: Dramatic and Narrative (S:3)

Taking as its texts a variety of dramatic comedies and comic novels written from the Restoration through the eighteenth century, this course will explore questions about how generic constraints, expectations, and innovations shaped presentations of social life and ways in which framing a comic “world” could display and/or occlude social or cultural complacencies and anxieties. Along with short readings in theory of comedy, we will discuss plays and novels by many (not all) of the following: Wycherley, Etherege, Behn, Congreve, Centlivre, Gay, Steele, Fielding, Sterne, Lennox, Goldsmith, Burney, Sheridan. *Robert Chibka*

EN 790 The Irish Renaissance (S:3)

The writings of the major—and some less well known—contributors to the Irish literary renaissance will be studied and their relation to the major political and social movements of the time will be considered. Readings will be drawn from political commentators and cultural critics as well as literary figures: D. P. Moran, Thomas MacDonagh, W. B. Yeats, Douglas Hyde, Standish O’Grady and J. M. Synge. *Adele Dalsimer*

EN 791 Gender, Writing, Romanticism (S:3)

In this course we will explore the relation of gender differences to literature and other kinds of writing in the British Romantic era (1780–1832). We will begin with a review of the major works of Mary Wollstonecraft in the context of early British feminism. Against this context we will read poetry by Hannah More, Anne Yearsley, Anna Barbauld, Joanna Baillie, Felicia Hemans, and Letitia E. Landon, and the representation of femininity in the works of such male Romantics as

Blake, Wordsworth, Coleridge, Byron, and P. B. Shelley; the journals of Dorothy Wordsworth; the slave narrative of Mary Prince; and novels by Maria Edgeworth, Jane Austen, and Mary Shelley. We will concurrently be reading recent essays in feminist history, theory, and interpretation. *Alan Richardson*

EN 793 Modern Drama (S:3)

A study of some major trends in British drama since World War II, with emphasis on the plays of Samuel Beckett. Close study of the dramatic texts as published will be supplemented with films and videotapes of significant performances. Most class sessions will begin with the instructor providing a 15–20 minute introduction to the plays under consideration: the remainder of the period will be spent in discussion of the assigned texts, aided by questions and observations prepared previously by various members of the class. *Kristin Morrison*

EN 795 Medieval Literature (F:3)

English and especially older Scots poetry including examples of dream allegory, alliterative romance, fabliau, and beast narrative, culminating with Henryson’s *Testament of Cresseid*. *Roderick Lyall*

EN 796 Postmodernism and Theater (F:3)

An examination of the relationship between these two terms, by way of theory, performance texts, films, novels, and performance artists. Particular attention will be paid to the role of “modernism,” as well as to theater and postmodernism, in their relations to visibility. We’ll begin by looking specifically at postmodern versions of Shakespeare by Peter Greenaway and Angela Carter, and descriptions of postmodernism by such writers as Jean-François Lyotard, Craig Owens and Herbert Blau, and from there consider such issues as feminism, queer theory, historicism, narrative, pornography, racial politics, and documentary film. *Anne Fleche*

EN 797 20th Century American Fiction (F:3)

This course will explore modern and contemporary American fiction, with a particular emphasis on how the literary text constructs notions of subjectivity and represents the human body. We will focus on fiction by authors such as Edith Wharton, Nella Larsen, William Faulkner, Anzia Yezierska, Toni Morrison, Tim O’Brien, Louise Erdrich, Maxine Hong Kingston, Marilynne Robinson, Hubert Selby, Gloria Naylor and Sandra Cisneros. *Laura Tanner*

EN 816 Autobiographical Fictions (F:3)

Reading autobiographies and fictional autobiographies together, this course will consider the questions that arise from the use of the retrospective narrative “I”: questions about the construction of the self, truth and fictionality, memory and invention, and the relation between the narrating “I” and its protagonist. The narratives will include 19th and 20th century texts by Dickens, Brontë, Gosse, Stein, Nabokov, Sartre, McCarthy, Kingston, Barthes. We will also work with some current theory of autobiography. *Rosemarie Bodenheimer*

EN 825 Composition Theory and the Teaching of Writing (S:3)

Composition Theory and the Teaching of Writing is designed (1) to prepare graduate students to teach introductory, college-level writing courses; (2) to introduce students to central problems, issues, and methods in composition studies; and (3) to examine ways in which contemporary critical theory (e.g., feminism, psychoanalysis, cultural studies, and poststructuralism) has influenced the teaching and study of composition. *Lad Tobin*

EN 872 The Whitman Tradition (F:3)

Starting with *Nature*, “The Poet,” and several other anticipatory essays by Emerson, this course will attempt to define and trace the development of a distinctive tradition in American Poetry grounded in the politics, formal strategies, and philosophical assumptions of Whitman’s *Leaves of Grass*. Writers to be studied (other than Emerson and Whitman) will include Wallace Stevens, W. C. Williams, Allen Ginsburg, and Gary Snyder. *Robert Kern*

EN 882 Bibliography and Method (F:3)

A course for first-year graduate students designed to introduce them to the tools of their profession, and to develop their skills in bibliography, scholarship, and criticism. *Richard Schrader*

EN 899 Readings and Research (F, S:3)

EN 926 Doctoral Seminar: Postromantic Constructions of Orality and Myth (F:3)

An interdisciplinary investigation of the Romantic recasting of these two concepts and of their consequences in nineteenth and twentieth-century anthropology, literature and literary theory. *Andrew Von Hendy*

EN 998 Doctoral Comprehensive (F:0–S:0)

By Arrangement

EN 999 Doctoral Continuation (F:0–S:0)

By Arrangement

F I N E A R T S

FACULTY

Pamela Berger, *Professor*; A.B., A.M., Cornell University; Ph.D., New York University

John Michalczyk, A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University

John Steczynski, *Professor; Chairperson of the Department*, B.F.A., Notre Dame University; M.F.A., Yale University

Josephine von Henneberg, *Professor*; Doctor in Letters, University of Rome

Elizabeth G. Awalt, *Associate Professor*; B.A., Boston College; M.F.A., University of Pennsylvania

Kenneth M. Craig, *Associate Professor*; B.A., M.A., Ohio State University; Ph.D., Bryn Mawr College

Jeffery W. Howe, *Associate Professor*, A.B., Carleton College; Ph.D., Northwestern University

Michael W. Mulhern, *Associate Professor*; B.F.A., University of Dayton; M.F.A., Columbia University

Nancy Netzer, *Assistant Professor*; B.A., Connecticut College; M.A., Tufts University; M.A., Ph.D., Harvard University

Reva Wolf, *Assistant Professor*; B.A., Brandeis University; M.A., Ph.D., Institute of Fine Arts, New York University

Andrew Tavarelli, *Visiting Artist and Adjunct Assistant Professor*; B.A., Queens College



PROGRAM DESCRIPTION

Although the Fine Arts Department does not offer an advanced degree, the courses listed below as well as some of those found in the Undergraduate Catalog can be taken for graduate credit upon application to the Department. These offerings may provide complements for the various interdisciplinary and special programs offered by the University.

Advanced students may participate in the Boston Museum of Fine Arts Seminar Program, which offers art history courses taught by the museum staff. For details, inquire at the Fine Arts Department office.

COURSE OFFERINGS

Art History

FA 314 Art and Archaeology of Egypt and the Near East (F:3)

This course will examine two of the world's oldest civilizations. We will concentrate on the architecture, sculpture, and painting of Egypt and of the cultures of Mesopotamia with frequent reference to the broader archaeological contexts of the material. Some related problems to be treated in this class include the invention of writing, the place of the Hittites and international relations in the late bronze age. *Kenneth Craig*

FA 327 (HS 314) Early Medieval Art in Ireland and Britain (F: 3)

This seminar will examine the origins and development of art in Ireland and Britain in the Early Medieval period and the production of Irish and English missionaries on the Continent. Emphasis will be placed on manuscripts, sculpture, and metal work of the sixth to the ninth century, on understanding works of art in their historical contexts, and on their sources in the Celtic, Germanic and Mediterranean worlds. Students will work on individual research projects. Course limited to fifteen students; students of art history, history, medieval studies, and Irish studies are encouraged. *Nancy Netzer*

FA 332 The Age of Leonardo, Michelangelo and Raphael (S:3)

The "High Renaissance" was of relatively brief duration, yet it attained a level of creative accomplishment that served as a model for generations to come. The works of the leading masters of this era will be examined as well as their influence on subsequent artists. *Josephine von Henneberg*

FA 342 Age of Rembrandt (S: 3)

The golden age of painting in Holland. In the seventeenth century the prosperous Dutch middle class became passionate art collectors. The artists living in the Netherlands responded by producing wonderful genre pictures, landscapes, still lifes and portraits as well as religious and mythological pictures for this, the first free market in the history of art. Among the artists we will study are Rembrandt, Jan Vermeer, and Frans Hals. *Kenneth Craig*

FA 347 Age of Baroque (F:3)

The seventeenth century is one of the great epochs in the history of art. The style of this period, the Baroque, found its highest expression in the Italian masters such as Caravaggio, the Carracci, Bernini, the Borromini. Their powerful works influenced all of Europe and profoundly changed

the face of the city of Rome. This course will discuss the painting, sculpture, and architecture produced in Italy in the seventeenth century and the historical environment which nurtured it, with particular emphasis on Rome. *Josephine von Henneberg*

FA 361 Issues In Contemporary Art (F: 3)

This course looks at developments in art since 1960, including pop art, minimalism, conceptual art, earthworks, performance and installation art, and public art. Among the topics to be discussed are the relationship between art and audience, between art and the art market, and artistic identity and its relationship to ethnic and sexual identity, the significance of the terms "modernism" and "post-modernism," and the recent trends in literary theory (such as post-structuralism and deconstruction). The course includes a bus trip to New York City. *Reva Wolf*

FA 370 Native American Art (S:3)

A survey of indigenous American art from ancient times to the present covering the major groups from the North Pole to Patagonia. While looking at archeology and myth systems, the emphasis will be on artistic themes and forms. *G. Ted Bohr, S.J.*

FA 384 History and Art History into Film (F, S: 3)

This course will provide an introduction to the creation of authentic historical films. We will start with an exploration of the kinds of historical and art-historical sources that could be inspirational for scripting, and go on to look at the scripting process itself. Then students will be introduced to script breakdown, location scouting, production design and the making of production boards. Each student will undertake a research project related to the props, costumes, or architectural settings needed for the creation of a specific historical film. *Pamela Berger*

FA 392 The Museum of Art: History, Practice, Philosophy (S:3)

A study of the emergence of museums of art tracing their development from private and ecclesiastical collections of the middle ages to their present form as public institutions. Topics include the function of the museum in its social context, the constituency of museums and their educational mission, the role of the university vs. the public museum, philosophy of installation and care of collections, current problems of administration and financing, museum architecture as a reflection of changes in function, the art market, and questions of authenticity of works of art. This course includes field trips to museums and collections. *Nancy Netzer*

FA 401 Seminar in Art Historical Research (F: 3)

The seminar aims to acquaint the student with the bibliography and research methods necessary for scholarly work in art history. The student prepares a substantial research paper under the direction of the professor and presents it orally to the class.

Reva Wolf

FA 403-404 Independent Work (F: 3-S: 3)

This course may be offered from time to time to allow students to study a particular topic which is not included in the courses that are offered.

The Department

FA 407 Imaging the Self: The Portrait—Identity, Character, and Biagraphy (F:3)

The term "portrait" derives from the Latin *protraho*, meaning to reproduce or to copy, and signs of our compulsion to reproduce ourselves are pervasive—on banknotes, in family snapshots, in depictions of public officials, in literature. In this course, the relationship of portraiture to human identity and character will be explored. Artistic conventions and social uses of portraits from Egyptian times to the present will be considered.

Reva Wolf

FA 458 Andy Warhol and the 1960s (S:3)

In this course, Warhol's work in various mediums—film, painting, photography, literature—is examined within the contexts of intellectual, political and social trends of the 1950s and 1960s. Throughout, a key question to be considered is why Warhol (and the trends he seems to represent) continues to both compel and repulse critics as well as the general public.

Reva Wolf

FA 460 Contemporary Hispanic Art (S:3)

A survey of the painting, sculpture, and architecture of the Spanish speaking world in the twentieth century. The emphasis will be on discerning unique Hispanic themes while recognizing the dialogue with international art movements.

G. Ted Bohr, S.J.

FA 482 Film Criticism (F:3)

In essence, we become film critics when we express our opinions about a film in the light of the plot, characterization, dramatic tension, etc. As an art form film criticism emerged on a large scale following release of the controversial film *Birth of a Nation* (1915). Today film critiques are found in our daily newspapers and weekly journals. This course will continue the process through the screening and discussions of primarily American films organized in genres (war, horror, western, noir, science fiction, etc.).

John Michalczyk

Studio Art (including Film and Photography)

Note: A lab fee is charged in all studio courses.

FS 301-302 Drawing IV: Figure; Drawing V: Figure (F: 3-S: 3)

Prerequisite: FS 204 or permission of the instructor

The course uses the human figure to direct a student's development towards more expression and individualized drawing skills. In addition to working from the live model in class, the first semester includes anatomical studies, and the second semester stresses stylistic and spatial experimentation, seeing the figure as a component within a total composition. *Lab fee required.*

John Steczynski

FS 323 Painting IV: Landscape (F: 3)

Prerequisite: FS 223-224 or permission of the instructor

Nature and landscape will provide us with painting imagery throughout the semester. Students will paint directly from the local landscape and these paintings will serve as source materials for large scale studio paintings. This class is designed for advanced students who are familiar with the fundamentals of painting and wish to broaden and strengthen this foundation. *Lab fee required.*

Andrew Tavarelli

FS 324 Painting V: Figure (S: 3)

Prerequisite: FS 223-224 or permission of the instructor

The objective of this advanced painting course is to introduce the student to the concept of extracting and abstracting images from life, most notably from the figure. During the first portion of the semester students will strengthen their observational and technical skills by painting directly from the model. As the semester advances the students may incorporate additional figurative imagery culled from photographs and media imagery into their paintings. At the conclusion of the semester the figure in the landscape may be introduced. It is assumed that students are working towards developing a personal vision upon entering this class and they will be free to work either representationally or abstractly. *Lab fee required.*

Andrew Tavarelli

FS 344 Ceramics III—Vessels/Wheelthrowing (S: 3)

No prerequisite

Emphasis is placed on the development of ideas pertaining to vessels/containers. This course covers a range of issues from function to metaphor which allows for sculptural and painterly adaptations. The fundamentals of throwing on the potter's wheel along with various handbuilding and glaze techniques will be demonstrated through the semester. During the second semester specific projects are given which assist the student in developing throwing skills at an advanced level and/or assist in the further development of other container ideas. *Lab fee required.*

Mark Cooper

FS 345, 346, 347, 348 Advanced Ceramics IV, V, VI, VII (F, S: 3)

This is a ceramics course established to assist the individual in his or her aesthetic pursuits. The student may arrange class times on Wednesday or Thursday. Instruction will be given on an individual level appropriate to the student's previous ceramic experience. The student will be given a private space within the ceramic area. Along with developing an aesthetic, the student will be assisted in understanding and creating clays and glazes as well as kiln firing and construction. *Lab fee required.*

Mark Cooper

FS 385-386 Independent Work (F: 3-S: 3)

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department.

The Department

FS 485-486 Independent Work (F: 3-S: 3)

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department.

The Department

GEOLOGY AND GEOPHYSICS

FACULTY

Emanuel G. Bombolakis, *Professor*; B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

George D. Brown, Jr., *Professor*; B.S., Saint Joseph's College; M.S., University of Illinois; Ph.D., Indiana University

J. Christopher Hepburn, *Professor*; A.B., Colgate University; A.M., Ph.D., Harvard University

Benno M. Brenninkmeyer, S.J., *Associate Professor*; A.B., Boston College; Ph.D., University of Southern California

John E. Ebel, *Associate Professor*; A.B., Harvard University; Ph.D., California Institute of Technology

Rudolph Hon, *Associate Professor*; M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology

Alan L. Kafka, *Associate Professor*; B.A., New York University; M.S., Ph.D., State University of New York at Stony Brook

David C. Roy, *Associate Professor, Chairperson of the Department*; B.S., Iowa State University; Ph.D., Massachusetts Institute of Technology



PROGRAM DESCRIPTION

Master of Science Program

The Department offers graduate courses and research programs leading to the M.S. degree in Geology or Geophysics. Although most students conduct research in either Geology or Geophysics, some combine the techniques of both disciplines in studies of crustal structure below the surface. Many students seeking future employment in industry find that programs combining Geology with applied Geophysics are particularly attractive.

The Department, with approximately 25 graduate students in residence, is housed in Devlin Hall, and has additional research facilities at Weston Observatory. Students enjoy a close working relationship with faculty while being able to undertake research using the most modern scientific equipment available. The program stresses that the student obtain a strong background in the Earth Sciences and the ability to carry out research on his/her own. It is felt that the attainment of these qualities will enable students to be successful in their careers as geoscientists, whether they choose employment in industry, government service, or continue their studies toward a Ph.D. A particularly beneficial aspect of the M.S. program is the opportunity for students to integrate studies in Geology and Geophysics if they wish this type of background. Re-

search in the Department covers a broad range of topics, including the following: Marine Geology, Coastal Sedimentation, Physical Sedimentation, Seismology (including crustal studies of New England using the 30-station New England Seismic Network), Geomagnetism, Structural Geology, Bryozoan Paleontology, Igneous and Metamorphic Petrology, and Geochemistry (including Neutron Activation Trace Element analyses). Many of these various types of studies are being integrated by faculty and students to better understand the geology, geophysics, and evolution of the Northern Appalachians. Government fellowships and grants are available to students. The Department also offers a number of Teaching and Research Assistantships to qualified students.

Application

Applicants to the Master of Science degree program generally fall into one of the following categories: 1) students well-prepared in Geology or Geophysics with courses in mathematics, physics, chemistry, and/or biology who are interested in broadening their experience at the M.S. degree level before employment or doctoral studies elsewhere; 2) students well-prepared in mathematics or one or more of the natural sciences other than Geology or Geophysics and who wish to use the M.S. degree program to transfer into the earth sciences.

Applicants should submit, in addition to the normal application forms, transcripts, and letters of recommendation, a personal evaluation of the strengths and weaknesses of their undergraduate education (including course and non-course experience), their graduate study interests and current post-degree plans. The Verbal, Quantitative, and Advanced test scores of the Graduate Record Exam (appropriate to the undergraduate major) are required. Applications may be made at any time. However, to be assured of consideration for *September* admission, they must be received by *May 1*. Applications from those applying for *financial aid* and *assistantships* for September need to be completed by February 15.

Requirements

No fixed curriculum is prescribed for the M.S. degree. Instead, a course and research program which is consistent with the student's background and professional objectives is developed by the student and his or her faculty advisory committee. The graduate program assumes a basic undergraduate foundation in the geo-sciences. Master's candidates in either Geology or Geophysics must complete or have completed two-semester (or equivalent) courses in calculus, physics, and chemistry. A minimum of 10 courses (numbered 300 or above), approved by the student's faculty advisory committee, must be com-

pleted in addition to a research thesis for graduation. Up to two of the required courses are allowed for the M.S. Thesis. Normally, no more than one Reading and Research course (GE 798, 799) may be applied toward the minimum course requirement. All students are required to maintain a B average in all Departmental courses as well as in all those undergraduate courses (0-299) in the other sciences and mathematics. A comprehensive oral examination is required of each student. Three bound copies of the M.S. thesis are required upon completion of the research.

Master of Science in Teaching Program

The Department of Geology and Geophysics offers a program leading to the Master of Science in Teaching degree in cooperation with the Department of Education. This program, which is designed for prospective teachers, acknowledges variations in prior background and skills and consists of three plans. For those candidates without prior teaching experience, a 36-credit minimum M.S.T. degree program is required, in which at least 5 courses are in the earth sciences, 5 courses in education and 6 credits are for supervised internship teaching. For experienced teachers, a 30-credit minimum M.S.T. degree program is required (since the internship is not necessary) of which at least 5 courses are in the earth sciences. The application procedures for the M.S.T. degree programs are the same as for the M.S. degree program. The application may be submitted either to the Department of Education or the Department of Geology and Geophysics. However, prospective students must be accepted by both the Department of Education and the Department of Geology and Geophysics.

Requirements for the M.S.T. Degree

The 5 required courses in the earth sciences must be chosen from among the following: 2 courses from Introduction to Geology and Geophysics I and II or Structural Geology I, and 1 course from each of the following groups: a) Mineralogy, Regional Stratigraphy, or Paleontology, b) Meteorology, Oceanography, or Astronomy, c) Petrology I and II, Structural Geology I or II, Marine Geology, or Introduction to Geophysics. Students who have previously taken these courses may substitute other graduate courses within the Geology and Geophysics Department with approval. One semester of full-time residency may be necessary. A comprehensive examination is given to each student at the end of the program. This examination is in two parts; one part is oral in the Earth Sciences, the other part is given by the Department of Education.

Cooperative Program

The Department is part of a cooperative program with the Department of Geology at nearby Boston University, as well as the Department of Civil

Engineering at Tufts University. This program permits degree candidates at Boston College to enroll in courses which are unavailable at Boston College but are available at Boston University or Tufts. A list of these courses is available in the Departmental office.

Weston Observatory

Weston Observatory, formerly Weston College Seismic Station (1928-1949), is a part of the Department of Geology and Geophysics of Boston College. The Observatory, located 10 miles from the main campus, is an interdisciplinary research facility of the Department and a center for research in the fields of geophysics and regional tectonics. Research by faculty, research associates, and students is directed primarily to seismology, geomagnetism and movements of the Earth's plates. Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph network and also operates a thirty-station regional seismic network which records data on earthquakes in the northeast, as well as distant earthquakes. The Observatory is also the headquarters of the New England Seismotectonic Study, a cooperative effort to determine the distribution and causes of New England seismicity. A geomagnetic research facility, established at the Observatory in 1958, is instrumented for absolute magnetic observations, the continuous recording of variations in the components of the earth's magnetic field, and a magnetic field canceling coil system for experiments requiring reduction of the ambient magnetic field. Regional geologic and plate tectonic modeling studies are chiefly concerned with the origin and evolution of the Northern Appalachian Mountains of the United States and Maritime Canada and their relation to similar rock sequences in Ireland, the British Isles, western Europe and Africa.

COURSE OFFERINGS

An asterisk (*) after a course indicates that the course carries a laboratory fee.

For undergraduate courses numbered below 300 consult the Undergraduate Catalog.

GE 302 Geochemistry (S:3)

Prerequisites: College Chemistry, GE 200, or equivalent.

An introduction to fundamentals of geochemical processes and how they influence distribution of elements in the natural environment. The subjects to be discussed will include nucleosynthesis, isotope geology, water chemistry and chemical changes during formation of sedimentary, metamorphic and igneous rocks.

Rudolph Hou

GE 325 Geologic Computing and Computer Graphing

Focus of this course is on applications of desktop workstations to solutions of problems in earth science disciplines. Solution strategies will include

effective data management, data processing, statistical analysis and graphical analysis.

Not offered 1993-94

Rudolph Hou

GE 330 Principles of Paleontology (F:4)

Prerequisite: GE 132, 134 or equivalent, or permission of the instructor

An introduction to the study of animal life of the past. Consideration is given to the concept of species, especially the problems of taxonomy of individuals and of populations. Living representatives of the various phyla are compared with fossil forms to offer evidence regarding mode of life, evolutionary development, and ecological environment.

The companion laboratory, GE 331, must be taken concurrently.

George D. Brown, Jr.

GE 331 Principles of Paleontology Laboratory (F:0)

Prerequisite: Taken in conjunction with GE 330

This two-hour weekly laboratory course will introduce students to a practical study of fossils. Key and important structures of the principal fossil invertebrate phyla will be studied to enable the student to identify and assign known and unknown fossil material.

George D. Brown, Jr.

GE 345 Human Evolution and Paleontology

Prerequisite: GE 190 or instructor approval

A seminar on human evolution beyond the introductory level. Five topics will be covered: the Genus Homo and direct ancestors; life; Darwinian evolution; and three to be selected in consultation with the class. Limited to 25 students.

Not offered 1993-94

George D. Brown, Jr.

GE 350 Regional Geology of North America

Prerequisites: GE 132-134, 264 or equivalent

A systematic investigation of the physiography, stratigraphy, structural geology, petrology, and distribution of the major geological provinces of North America.

Not offered 1993-94

George D. Brown, Jr.

GE 385 Structural Geology II, Analytical Aspects*

Prerequisites: GE 132 and 134 or equivalent, one year of college calculus, PH 211 or equivalent

A history of the development of structural geology will be presented during the first several lectures. Then quantitative mechanisms of fracture, faulting, and igneous intrusions will be treated, illustrating their relation to problems in tectonics.

One additional two-hour problem session laboratory per week.

Not offered 1993-94

Lab fee required.

E.G. Bombolakis

R.J. Martin III

GE 391 Introduction to Geophysics (F: 3)

Prerequisites: GE 132, 134; MT 200-201; PH 211-212

An introduction to the methods of observation and interpretation of geophysical phenomena. Topics include seismology, gravity and magnetic fields, age determinations, heat flow, and tectonic forces.

Alan L. Kafka

GE 395 Ground Water Hydrology I (S: 3)

Prerequisites: GE 134, 200, Chemistry 110, MT 101 or 103; or equivalents.

An overview of ground-water hydrology with emphasis on concepts and principles, and their application to practical problem solving. The course is intended to provide a foundation for further in-depth water resources studies, and an orientation for active professionals wishing to broaden their working knowledge and understanding of ground-water hydrology. *Michael H. Frimpter*

GE 450-452 Exploration Geophysics I and II (F: 4-S: 4)

Prerequisites: GE 132, MT 200-201 or MT 204, PH 211-212

This is a practical course in geophysical exploration methods; the emphasis is on applications to petroleum, hydrological, and mineral exploration and geoengineering work. Part I covers seismic refraction and reflection methods and emphasizes modern techniques and applications. Part II covers gravity, magnetic, and electrical methods and their theory, instrumentation, data reduction, and interpretation.

Second semester may be taken without first semester by permission of instructor.

John F. Devane, S.J.

John E. Ebel

GE 460 Modern and Ancient Sedimentary Environments (S:3)

Prerequisites: GE 132, 134, 200, 264, or equivalent

The course consists of examining the basis for interpreting sedimentary deposits in terms of processes, environments of deposition, succession of strata and sedimentary tectonics. The depositional environments to be studied will include deserts, rivers, lakes, glaciers, coasts (deltas, beaches), and marine (coral reefs, continental shelf and pelagic deposits).

Benno M. Breninkmeyer

George D. Brown, Jr.

GE 484 Chemistry of Natural Water Systems

Prerequisites: College level of introductory chemistry and calculus

Natural water systems consist of surface and subsurface water reservoirs which are in a constant process of chemical interaction with their surroundings. Understanding of these processes (i.e., dissolution and precipitation) of various chemical species will be presented from the standpoint of equilibrium and nonequilibrium thermodynamics of water-rock systems.

Not offered 1993-94

Rudolph Hou

GE 500 Potential Field Theory

Prerequisites: MT 202; PH 211-212

This course is an introduction to the mathematics of potential fields which is used to describe such geophysical phenomena as the earth's gravitational and magnetic fields. The vector theorems of Gauss, Stokes and Green are presented, and potential methods of solving Laplace, Poisson, diffusion and wave equations under appropriate geophysical conditions are presented. Applications of these theories are made to practical problems in geophysics.

Not offered 1993-94

John E. Ebel

GE 505 Micropaleontology

Prerequisite: GE 330

An introduction to the study of very small but geologically important taxa of the plant and animal kingdoms. Groups studied will include the Foraminifera, Ostracoda, Conodonts, Bryozoa, and Diatoms. Three hours of lecture and one laboratory per week.

Not offered 1993-94

George D. Brown, Jr.

GE 510 Internship and Seminar in Environmental Geosciences (F: 3)

Prerequisite: Permission of instructor

This seminar is provided for qualified upper-division undergraduates and graduate students serving as interns in industry, in government, or in non-profit organizations during the semester or the previous summer. The subject of the project and the activities of the internship must be approved in advance by the instructor prior to enrollment, and a final report or other suitable documentation of the results of the internship will be due at the end of the semester. Students will meet, at least every other week, with the instructor and other interns to report on the nature and progress of their intern activities. Internships will be sought by the Department but suitable internships obtained by students may be submitted to the instructor for approval. In some semesters the seminar may involve a group project on some environmental topic suggested by an outside organization or developed by the instructor. Since technical skills are required, enrollment is by instructor approval only.

Charles M. Spooner

GE 520 Sedimentary Petrology

Prerequisites: GE 132, 134, 264, 272

The petrography and origin of the major sedimentary rock types will be emphasized. The use of mineral and chemical composition together with textural and sedimentary analyses to understand the production of sediment, sedimentary provenance and depositional environments will be explored.

Not offered 1993-94

David C. Roy

GE 525 Theory of Mineral Equilibria

Prerequisites: Integral and differential Calculus, Inorganic Chemistry; some knowledge of Thermodynamics is desirable

The course consists of 2 interrelated parts. The first part will examine basic principles of thermodynamics; (1st, 2nd, and 3rd law of thermodynamics) and the theory of solution and equilibria in the chemical system using geological examples. During the second part of the course we will apply these same principles

to metamorphic reactions and silicate melt crystal phase equilibria. Special emphasis will be given to applied geothermometry and geobarometry.

Not offered 1993-94

Rudolph Hon

GE 526 Igneous Petrology (S:3)

Prerequisites: GE 272, 525 or equivalent

The origin and evolution of molten silicate-solid rock systems is reviewed in the light of chemical, experimental, and petrographic evidence. Principles of phase equilibria, liquid-solid-vapor interactions, sources of thermal energy and their relation to tectonic environments, rheological properties of solid, semi-solid, and liquid rock states, classification and tectonic interpretation, major and trace element geochemistry are among the many topics discussed in this course.

Rudolph Hon

GE 528 Metamorphic Petrology

Prerequisites: GE 272 or equivalent

This course examines the nature and origin of rocks that formed by metamorphism of pre-existing rocks. Topics will include the interpretation of mineral assemblages, their phase relations, and the pressure-temperature regimes of metamorphism.

Not offered 1993-94

J. Christopher Hepburn

GE 530 Marine Geology

Prerequisites: GE 132, 134, 272

Recent geological, geophysical and geochemical information on the ocean basins is examined. Emphases are placed on modern sedimentation and deformation dynamics, and ocean basin history revealed by cored and dredged sediments and igneous rocks, together with seismologic, gravity, heatflow, and magnetic data.

Not offered 1993-94

Benno M. Brenninkmeyer

GE 539 Coastal Geology

Prerequisites: GE 132, 134, MT 200-201 or MT 204, PH 211

Processes of deposition and erosion of the world's coastline. Topics to be considered are classification of shorelines; sea level changes; beach, paludal, deltaic, evaporite and carbonate environments. Special attention is given to shallow water hydrodynamics.

Not offered 1993-94

Benno M. Brenninkmeyer

GE 542 Engineering Geology

Prerequisites: PH 211 and Structural Geology I or equivalents

Emphasis will be given to analysis of problems frequently encountered in the engineering geology of sediments, utilizing principles of geotechnical engineering. The problems will include basic processes such as those in hydrology that affect the mechanical behavior of sediments, time-dependent ground settlement, slope stability, and landslides.

Not offered 1993-94

E.G. Bombolakis

GE 543 Plate Tectonics and Mountain Belts

Prerequisites: GE 285 and GE 272

The idea that the surface of the earth is not fixed but moves in response to convection currents in the asthenosphere has revolutionized geology. While a great deal is known about Plate Tectonics, the full implications of this theory are subject to much current research and debate that will certainly continue to be a focus of geological

thought well into the future. A particular emphasis will be on the use of Plate Tectonic processes in the interpretation of the origin of mountain belts and other large-scale geological structures. Both modern and ancient examples will be discussed as will current ideas for the analysis of exotic terrains.

Not offered 1993-94

J. Christopher Hepburn

GE 547 Advanced Structural Geology

Prerequisite: Consent of instructors.

The course begins with an introduction to deformation of the lithosphere, culminating in a comparison of the North American Cordillera with the Appalachians. This comparison involves the principles of deformation of materials and the analyses of stress and strain, in order to analyze stress-strain and stress-strain-time behavior of the lithosphere. Initially, the subsidence of continental margins, subsidence due to extension, and subsidence due to sedimentation in basins are treated in introductory quantitative terms. Then deformation mechanisms such as elasticity, thermal expansion, plastic deformation, pressure solution, and compaction are incorporated into the analysis of faults, faulting processes, folds, folding processes, including the development of several types of intrusive structures. Three hours of lecture per week.

Not offered 1993-94

E.G. Bombolakis

R.J. Martin III

GE 550 Geostatistics

Prerequisites: GE 115, 125 or equivalents: Computer Programming recommended.

Practical approach to statistical and probabilistic procedures for the acquisition, analysis and interpretation of geologic and ecologic data. Introduction to mathematical models of gaussian and non-normal populations. Both single-variable and multivariable problems will be considered.

Not offered 1993-94

Benno M. Brenninkmeyer

GE 572 Geophysical Data Processing

Prerequisite: GE 391, Computer Programming

The techniques of convolution, correlation and spectral analysis are applied to seismic, magnetic and gravity data, with emphasis on the theory and construction of two-dimensional filters in the interpretation of geophysical data.

Not offered 1993-94

Alan Kafka

GE 595 Groundwater Hydrology II (F: 3)

Prerequisite: GE 395

The course covers the following: 1) theory of groundwater flow, aquifer properties and definitions; Darcy's law; definitions of elevation and pressure heads; steady and unsteady one and two-dimensional flow; 2) well and aquifer relationships; flow to wells; discharge and drawdown relationships; well efficiency, etc., 3) analysis of discharging wells and other test data; steady state and transient equations; type curve solutions, recovery analysis and leaky aquifer solutions, and 4) Methods used in determining aquifer characteristics.

Alfredo Urzua

GE 610 Physical Sedimentation

Prerequisites: GE 132, 134, 264, 272; MT 100–101; PH 211

A study of the physical dynamics of erosion, transport, and deposition of particulate materials in fluid media. Experimental and empirical data on both channelized and nonchannelized flow systems will be examined. Special attention will be given to sedimentary structures and their hydrodynamic interpretations. Laboratory GE 611 required.

Not offered 1993–94

David C. Roy

GE 611 Physical Sedimentation Laboratory

Experiments that illustrate sediment transport mechanisms and the development of sedimentary features in sandstone beds are performed using recirculating flumes.

Not offered 1993–94

David C. Roy

GE 635 Ground Water Modelling (S: 3)

Prerequisites: Knowledge of 2nd year Calculus, Introductory Physics, Fortran (or any other computer language), and some experience with an IBM personal computer.

Some topics of this lecture course that will be covered are a review of the fundamental principles of ground water flow; finite difference method as applied to steady state and transient flow problems; and introduction to the finite element method as applied to steady state and transient flow problems. Microcomputer versions of MODFLOW, AQUIFEM and FLOWNET are introduced.

Alfredo Urzua

GE 640 Geomechanics

Prerequisites: Consent of instructor

The principles of rock deformation will be emphasized, with applications to plate tectonics, structural geology, and case history problems encountered in the field of engineering geology of rock masses.

Not offered 1993–94

E.G. Bombolakis

GE 660 Introduction to Seismology (F: 3)

Prerequisites: GE 134 or equivalent, MT 200–201 or MT 204 (may be taken concurrently)

A basic course in seismology, including seismograph calibration, ray theory, body and surface waves, location, magnitude and intensity. Also discussed are seismicity, energy release, focal mechanisms, and fault-plane solutions.

John E. Ebel

GE 661 Theoretical Seismology (S:3)

Prerequisites: PH 480, GE 660 or equivalent

An advanced course in seismology. Elasticity and development of the wave equations, reflection and refraction, energy partitioning, inversion of body wave data and dislocation theory of earthquakes are included.

Alan Kafka

GE 662 Geomagnetism (F:3)

Prerequisites: GE 391, GE 500

Analysis of the Earth's magnetic field in space and time. Origin of the field; secular variation; magnetic storms; micropulsations; electrical conductivity of the Earth; paleomagnetism and its relationship to theories of global tectonics.

John F. Devane, S.J.

GE 663 Gravity Fields

Prerequisites: PH 480 or equivalent

Derivation of theoretical gravity formulas, geoidal heights, anomalous gravity reductions, two- and three-dimensional modelling, and satellite geodesy.

Not offered 1993–94

The Department

GE 668 Inverse Theory in Geophysics

Prerequisite: MT 305, Programming Experience in FORTRAN or C

The theory of the linear and non-linear inversion of data for model parameters and its application to various problems in geophysics is presented. Theories such as the generalized inverse, the stochastic inverse, and the maximum likelihood inverse are developed. The theory and practical application of non-linear inversion is discussed.

Not offered 1993–94

John E. Ebel

GE 672 Physics of the Earth (S:3)

Prerequisite: Permission of instructor

An advanced seminar course covering topics related to the physics behind plate tectonics. Topics include crustal deformation properties, the gravitational seismic and thermal structures of the earth, mantle convection and the driving forces of plate tectonics are covered.

John E. Ebel

GE 680 Geotectonics

This is a combined lecture and laboratory course dealing with structural and tectonic features resulting from the interaction of plate motion and the development of mountain belts. The structural and tectonic features will include several of prime interest in the oil industry, such as fault-propagation folds and faults.

Not offered 1993–94

E.G. Bombolakis

R.J. Martin III

GE 690 Tectonics of the Appalachian Orogen and Related Terrains (S:3)

Prerequisites: GE 285, 290, 526, 528

The most significant literature on the nearly one billion year evolution of the component terranes that now comprise this Circum-Atlantic mountain system will be reviewed and analyzed. Stratigraphic, structural, petrologic and related geophysical, geochemical, and paleontological parameters important for holistic tectonic reconstructions will be emphasized.

James W. Skehan, S.J.

GE 790 Seminar in Environmental Geology (F:3)

The source of water for municipalities and private residences in much of the country is obtained from fractured bedrock. These water supplies, particularly in the northeast, are in danger. Contaminants from industrial sources seep through the overburden and into fractured bedrock aquifers. In this course we will discuss topics pertaining to the quantification and description of fractured bedrock aquifers. As an integral part of the analysis, the formation of fractured and jointed networks with the rock will be investigated. The effect of depth on the permeability and transport properties of the aquifer will be considered in detail. Case studies will be analyzed to illustrate ways in which transport of contaminants in frac-

tured media are commonplace. Remediation techniques for cleaning up these bedrock aquifers will be presented. The course will consist of lectures and student presentations. A term paper will be prepared by each student and presented in class.

E.G. Bombolakis

R.J. Martin III

GE 792 Applications of the Geographical Information System (ARC/INFO) (S: 3)

Geographical Information System (GIS) is an integrated software environment that has two parts: information handling (data management) for both information organization and retrieval, and a second part that allows visual display of data in a graphical form on a map (geographical coordinate system). This course is designed to give students a working knowledge and a practical experience in applying computers in their studies and/or research; there are no prerequisites.

Many of the assignments will use maps. Complementing the introduction and overview will be in-depth training using graphics, workstations, and terminals.

Michael Turner

GE 793 Seminar in Environmental Geoscience: The Geotechnical Bases for Governmental Policies and Regulations (S: 3)

Through guest lecturers, expert in their regulatory and technical fields, this course will examine policy and scientific issues concerning the quality of the environment. Topics will include the Clean Air Act and air quality measurements; the Safe Drinking Water Act and water resource protection; the Toxic Substance Control Act and health effects from environmental pollutants; and the disposal of hazardous and solid wastes.

Charles M. Spooner

GE 794 and 796 Seminar in Geology: (F: 3–S: 3)

The analysis and discussion of topics of current interest in geology.

The Department

GE 795 and 797 Seminar in Geophysics (F: 3–S: 3)

The analysis and discussion of problems of current interest in geophysics.

The Department

GE 798 Reading and Research in Geophysics (F: 3–S: 3)

A study of some problem or area of knowledge in geophysics.

The Department

GE 799 Reading and Research in Geology (F: 3–S: 3)

A study of some problem or area of knowledge in geology.

The Department

GE 801 Thesis Seminar (F: 3–S: 3)

A thesis research course under the guidance of a faculty member.

The Department

GE 802 Thesis Direction (F: 0-S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

The Department

GERMANIC

Although the Germanic Studies Department does not offer a graduate degree, the following course is available to graduate students from various departments.

GM 199 Germanic Studies (F: 0)

The course prepares the student for either a graduate language reading examination or

STUDIES

the standardized Princeton type of test and provides him or her with the ability to read general or specialized material in his or her own as well as related major fields. Note: No previous German is required for this course.

Gert Bruhn

H I S T O R Y

FACULTY

Andrew Buni, *Professor*; A.B., A.M., University of New Hampshire; Ph.D., University of Virginia

James E. Cronin, *Professor, Chairperson of the Department*; B.A., Boston College; M.A., Northeastern University; Ph.D., Brandeis University

Radu R. Florescu, *Professor*; A.B., A.M., B.Litt., Oxford University; Ph.D., Indiana University

John L. Heineman, *Professor*; A.B., University of Notre Dame; Ph.D., Cornell University

Raymond T. McNally, *Professor*; A.B., Fordham University; Ph.D., Free University of Berlin

David A. Northrup, *Professor*; B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

Thomas H. O'Connor, *Professor*; A.B., A.M., Boston College; Ph.D., Boston University

Alan Reinerman, *Professor*; B.S., A.M., Xavier University; Ph.D., Loyola University

Peter H. Weiler, *Professor*; A.B., Stanford University; A.M., Ph.D., Harvard University

Silas H. L. Wu, *Professor*; A.B., National Taiwan University; A.B., University of California at Berkeley; A.M., Yale University; Ph.D., Columbia University

Benjamin Braude, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Paul Breines, *Associate Professor*; A.B., A.M., Ph.D., University of Wisconsin

Robin Fleming, *Associate Professor*; B.A., M.A., Ph.D., University of California at Santa Barbara

Ellen G. Friedman, *Associate Professor*; B.A., New York University; Ph.D., C.U.N.Y. Grad School

Mark I. Gelfand, *Associate Professor*; A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University

R. Alan Lawson, *Associate Professor*; A.B., Brown University; A.M., University of Wisconsin; Ph.D., University of Michigan

Roberta Manning, *Associate Professor*; A.B., Rice College; A.M., Ph.D., Columbia University

Rev. Francis J. Murphy, *Associate Professor*; A.B., Holy Cross; A.M., Ph.D., Catholic University

Kevin O'Neill, *Associate Professor*; A.B., Marquette University; A.M., Loyola University; Ph.D., Brown University

Thomas W. Perry, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Carol M. Petillo, *Associate Professor, Director of Graduate Studies*; A.B., Montclair State College; A.M., Ph.D., Rutgers University

Virginia Reinburg, *Associate Professor*; A.B., Georgetown University; M.A., Ph.D., Princeton University

Alan Rogers, *Associate Professor*; A.B., M.A., Ph.D., University of California, Santa Barbara

John H. Rosser, *Associate Professor*; A.B., University of Maryland; A.M., Ph.D., Rutgers University

Judith E. Smith, *Associate Professor*; B.A., Radcliffe College; M.A., Ph.D., Brown University

Paul G. Spagnoli, *Associate Professor*; A.B., Holy Cross; A.M., Ph.D., Harvard University

John Tutino, *Associate Professor*; A.B., College of the Holy Cross; Ph.D., University of Texas at Austin

L. Scott Van Doren, *Associate Professor*; A.B., Oberlin College; A.M., Ph.D., Harvard University

Lawrence Wolff, *Associate Professor*; A.B., Harvard College; M.A., Ph.D., Stanford University

Sherri Broder, *Assistant Professor*; B.A., Hampshire College; M.A., State University of New York at Binghamton; Ph.D., Brown University

Karen Miller, *Assistant Professor*; B.A., M.A., University of California at San Diego; Ph.D., University of California at Santa Barbara

Mrinalini Sinha, *Assistant Professor*; M.A., Jawaharlal Nehru University; M.A., Ph.D., S.U.N.Y.

**PROGRAM DESCRIPTION**

The M.A. and Ph.D. degrees are offered with concentrations in Medieval History, Early Modern European History, Modern European History, American History, and Latin American History. The Department also offers work in African History, Middle Eastern History, and Asian History.

The Department sponsors interdisciplinary work leading to Master's degrees in American Studies, in European National Studies and in Medieval Studies. A Master of Arts in Teaching (M.A.T.) program for secondary school history teachers is administered by the Department of Education.

Master of Arts Programs

Requirements: The M.A. degree requires 30 graduate credits, a distribution requirement for each particular program and an oral comprehensive examination. The one exception to this is the European National Studies Program, which requires 36 credits.

Students are not allowed to complete the M.A. program by attending only summer sessions but are required to take a total of at least four courses (12 credits) during the regular academic year.

The Master of Arts in History

All candidates for the M.A. in History are encouraged to pursue an individual course of study, developed in conjunction with a faculty advisor, selected by the student during the first year in the program. In making their selection of courses and seminars, students are urged to widen their chronological and cultural horizons while deepening and specifying one special area of concentration. Considering these criteria, students are advised usually to select and complete 18 hours in a major area and 12 hours in a minor area. Available as major or minor areas are American History, Medieval History, Early Modern European History, Modern European History, (encompassing English, Irish, Continental European, East European, and Russian History) and Latin American History. Other minor areas available are African, Middle Eastern, and Asian History.

Students whose prior academic preparation is sufficient to warrant an exception be made to the above requirements may, with the consent of their advisor, ask the Department's for permission to substitute a different proportion or variety of courses and areas than those generally required. The opportunity for study in a major or minor area is open to the extent that the Department offers sufficient course work in the student's area of interest.

The possibility of study in departments outside of History exists, and with the permission of the Graduate Committee of the Department, a candidate whose advisor so recommends may earn as many as six credits in Classics, Economics, English, Political Science, Sociology or other related disciplines. Graduate credits earned in a related discipline will be included in the distribution requirements for the appropriate area.

In addition to the general requirements for the M.A. degree, students in the History program are required to complete a seminar in their major area. They must also pass a foreign language reading examination, ordinarily in French, German, Russian, or Spanish. Another foreign language, when relevant to the research of the student, may be substituted with permission of the Graduate Committee of the Department. Students also take an oral comprehensive examination, administered by the student's advisor and two additional faculty mem-

FIELDS OF STUDY IN THE DOCTORAL PROGRAM

AREA

American History

FIELDS

American History to 1789
American History, 1789-1877
American History, 1865 to present
American Intellectual History
American Social History
American Urban History
American Racial and Ethnic History
American Diplomatic History
American Women's History

Medieval History

Medieval Social and Economic History
Medieval Cultural and Religious History
Medieval Political History

Early Modern European History

Renaissance Europe
Reformation and Counter-Reformation
Europe in the 17th and 18th Centuries
Early Modern Social and Economic History
England in the 18th century
Early Modern French History
Early Modern Spanish History

Modern European History

Modern Europe, 1789-1914
Modern Europe, 1870-1945
Contemporary Europe
Modern European Intellectual History
Modern European Social and Economic History
Modern European Diplomatic History
British History since 1815
German History since 1789
French History since 1789
Irish History since 1789
Italian History since 1789
Eastern Europe since 1789
European Imperialism

Russian and Eastern European History

Pre-Revolutionary Russian History
Soviet History
Eastern Europe before 1789
Eastern Europe since 1789

Latin American History

Colonial Latin American History
Modern Latin American History
Central American/Caribbean History
South American History
Mexican History

Other Areas (Minor only)

History of China
African History
Middle Eastern History
Ancient History
History of India

bers, one from the major area and one from the minor.

Students may complete the Master's degree with or without a thesis. Those wishing to write a thesis should complete all of the other requirements for the degree and request permission. The thesis counts for six credits and must be approved by the candidate's major advisor.

The Master of Arts in American Studies

American Studies is designed to develop an understanding of the American experience by bringing the student to an integrated holistic engagement with American culture. The program is extensive in that it allows the student to work in a number of different disciplines and intensive in that the techniques and information which he or she

learns from them are focused upon particular problems in American culture.

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Participating in the program are the Departments of History, English, Sociology, Economics and Political Science. The program is administered by a committee composed of representatives from each of the cooperating departments. A two-semester core course required of all American Studies candidates seeks to bring the broad range of interests of the cooperating departments to bear on American culture in order to show how a good interdisciplinarian would attack themes, problems, and issues, in a chosen field.

Requirements: Candidates for the M.A. in American Studies will concentrate in one of the cooperating departments. In addition to 6 hours for the core course, all students will be expected to earn 12 hours in their field of major concentration, 9 hours in a field or fields related to their major interest, and 3 hours for one additional research seminar.

The candidates will take an oral comprehensive examination which will be tailored to reflect their capacity to synthesize diverse areas of knowledge and will focus on their major interest. The examining board should consist of at least one member of the American Studies committee.

An applicant for admission to the American Studies program should submit an application to the department of desired major concentration. Admission of any applicant will be determined both by the major department and by the American Studies committee.

European National Studies

The M.A. in History is also offered in a program on the history and language of a single European nation. At present, programs are offered in British, French, German, Irish, Russian, and Spanish studies. Except as noted below, students in European National Studies must complete 36 credits of approved courses and pass an oral comprehensive examination.

At least 18 credits must be in history, of which at least 6 credits should be in general European surveys (including one colloquium), and at least 9 credits in the history of one European nationality (including a seminar in which that national language is used for research). Except for those in British and Irish studies, students must complete at least 12 credits in appropriate foreign language and literature courses, and receive a high pass on a written examination in that language. Students with sufficient background to enter language courses at the intermediate level or above may be permitted to take only 6 credits of course work in language and literature courses and be exempted from 6 credits of work toward the degree.

Students in Irish studies must, in addition to 30 credits in history, Irish literature, and other relevant disciplines, take 6 cred-

its in beginning Irish Gaelic. Students in British studies must take a total of 30 credits in history, English literature, and other appropriate courses, and fulfill the Department's usual foreign language requirement.

Medieval Studies

The Department of History offers an opportunity in Medieval Studies for students planning to pursue advanced studies in the medieval field at Boston College or at other institutions. Students interested in this course of study will be expected to take at least nine hours in Medieval History and at least six hours of graduate study in one of the related areas. The attention of History majors is directed to courses in medieval subjects offered by other departments. If the student is doing a thesis it will be written under the direction of a member of the History Department and will be read by a member of the department in the related field of study. In addition to the language requirements of the Department, the candidate will be expected to know Latin. All other requirements for the M.A. degree will remain in effect.

The Doctor of Philosophy in History

The Ph.D. is a research degree and requires special commitment and skills. While the degree is not granted for routine fulfillment of certain regulations, nor for the successful completion of a specified number of courses, there are certain basic requirements. These may, however, be modified as individual circumstances warrant.

1. *Course and Residency Requirements:* Students entering directly into the Ph.D. program are required to complete 42 credits, 36 of which are to be earned prior to taking comprehensive exams. The last six credits are to be earned by taking the Dissertation Seminar (3 credits) and readings and research (3 credits) directed toward the dissertation with the major professor. Students entering the program with a Master's degree in History from an institution other than Boston College will be required to complete 18 credits. All students in the Ph.D. program are required to pursue two semesters of full-time study during the first year and must, in the course of their studies, complete at least two seminars (one of which may be the dissertation seminar), and at least two colloquia (one in the major and one in a minor area).

2. *Faculty Advisor:* During the first semester of full-time study, the doctoral student will pick a faculty advisor, who will oversee the student's progress in preparing for comprehensive exams and in developing a dissertation topic.

3. *Plan of Study:* By the conclusion of the first semester, and after full consultation with the advisor and the Director of Graduate Studies, the student shall file a plan of study leading to the comprehensive examination. This plan of study will consist of three areas of concentration (as follows).

One of these areas will be designated as the major area. From within this major area, the student shall choose two fields of study. Because the student will be expected to develop a mature understanding of this major area as a whole, one of these two major fields should be general in nature. The student shall then select one field of study from each of two additional areas of concentration. Normally, faculty will require that students take at least some formal course work in each field and will expect students to develop and master a reading list of important books and articles that has been agreed to by the student. With the approval of the advisor and the Director of Graduate Studies, the student may offer, as one of the two minor areas, a discipline related to history or a topic within that cuts across traditional geographical or chronological boundaries. When considered necessary to the student's program, the department may require advanced-level work in a related discipline either as a minor field or as supplemental work. This plan of study may be reviewed, evaluated, and revised whenever necessary. Changes, however, must be approved by the advisor and the Director of Graduate Studies.

4. *Areas and Fields:* The areas and fields a student may choose to study are listed above.

Substitution of other areas of study must be approved by the Graduate Committee of the Department. Approval will be based upon the availability of appropriate faculty at Boston College or at the schools involved in the Consortium program—Brandeis University, Boston University, and Tufts University.

5. *Language Requirements:* The student must demonstrate a reading knowledge of at least two foreign languages, usually French, German, Russian or Spanish. Substitution of another foreign language may be permitted upon recommendation of the student's advisor and with the approval of the Director of Graduate Studies. The language requirement must be fulfilled prior to taking comprehensive examinations.

Students who select Medieval History as their major area must pass an additional qualifying examination in Latin (and/or Greek for Byzantine History), before taking the comprehensive examination. Students concentrating in American History may substitute competency in a field of particular methodological or theoretical relevance to their program of study for competency in a second foreign language. To do so, students must petition the Graduate Committee for the substitution, explaining the nature of the field and its importance to the plan of study, particularly the dissertation. It will be the responsibility of the student's major professor to assess and certify that the student has acquired the appropriate skills and knowledge.

6. *The Comprehensive Examination.* The student's oral comprehensive examination

will normally be conducted by an examining board composed of four faculty members, two from the student's major area, and one each from the two minor areas.

The comprehensive examination is not restricted to the content of graduate courses but will be more general in nature. While it is expected that the student will have, by the time of the examination, a thorough grasp of the significant historiography in the three areas of study, the examination itself is more directly concerned with the maturity of the student's comprehension and with the ability to analyze, interpret, and evaluate.

7. The Dissertation: Students are encouraged to develop a dissertation topic even before taking and passing comprehensive exams. The last six credits earned for the degree should be focused explicitly on the dissertation, however. These should include the Dissertation Seminar and independent research with the major advisor. Ordinarily, these will be done after students have taken comprehensive exams. Dissertation proposals must be approved by the faculty advisor, who serves as its director, and by the Graduate Committee of the Department, and should be completed by the end of the semester following the passing of comprehensive exams. The dissertation itself must be approved by a committee of three readers, the director and two other faculty, approved by the Director of Graduate Studies. It must also be defended in an oral examination to which the entire graduate faculty in History is invited.

Application to the M.A. and Ph.D. Programs

The deadline for applications to the graduate programs in History and for financial aid, is **March 1**. The Department does not ordinarily make decisions in the fall for January admissions. **Priority in the awarding of financial aid is usually given to students applying to the Ph.D. program. Students who ultimately plan to pursue a Ph.D. should therefore consider applying directly to the doctoral program.** Packets containing application materials can be obtained by writing or phoning the Director of Graduate Study, History Department. Along with the forms in the packet all applicants should submit the following material: 1) scores of the Graduate Record Exam (the history subject test is not required); 2) a succinct typed statement outlining your reasons for pursuing graduate study in history; 3) a sample of your historical writing (a paper written for a recent course or one written expressly for the application); and 4) three (3) letters of recommendation.

COURSE OFFERINGS

Advanced Electives

Graduate students may take most advanced undergraduate electives for graduate credits. Typically, graduate students fulfill additional requirements specified in advance by the professor. Formal permission is required for graduate students to register in such courses.

HS 303 The Rise of Modern China (F: 3)

A survey of political, social and intellectual history from 1600 to the May Fourth Movement (Intellectual Revolution) around 1919 with special attention to the Western impact on China's domestic development from the mid-nineteenth to the early twentieth century.

Silas Wu

HS 304 20th-Century China (S: 3)

The course will first provide an overview of the political, social and intellectual history of China in the twentieth century from 1900 to the present; it will then focus on analyses of crucial issues during the period of the Republic of China from 1912 to 1949, including such topics as the Intellectual Revolution (The May Fourth Movement), warlordism and political unification, Japanese and Western imperialism and its impact on China's national disintegration, and the rise of the new ruling elite and its role in the process of national integration and modernization. The period of the People's Republic since 1950 will also be covered briefly. (A full treatment of the history of Chinese Communism will be given in Hs 305.

Silas Wu

HS 305 Mao and the Communist Revolution in China (S: 3)

A study of the Chinese Communist Revolution starting from its founding to the present with special emphasis on the personification of Mao in Chinese Communism. The first half of the course will cover the pre-1949 years including Mao's early experiences in Hunan, the Long March, ideology and strategies during the War and the Civil War; the second half will cover the post-1949 period under the People's Republic. Attention will also be given to the desanctification of Mao after 1976 under the leadership of the pragmatists.

Silas Wu

HS 321 Mexico (S:3)

Mexican society is deeply divided between a majority rooted in diverse Native American cultures and a ruling minority of European origins and orientations. Since independence, the attempt to bring peoples of such conflicting traditions into one nation has produced a history of cultural and social conflict, culminating in the great revolution of 1910 to 1940. This course explores that history of conflict, the revolution, and their consequences for contemporary Mexico.

John Tutino

HS 326 History of Modern Iran (S: 3)

The primary objective of this course is to provide an analysis of the trends and transformations in the political, social and cultural history of Iran from the late nineteenth century to the present. Particular emphasis will be placed on the following topics: major structural changes in the Iranian economy and society in the latter part of the 19th century; social and religious movements in the 19th century; the constitutional revolution of 1905-1911; the changing relations between Iran and the West; Iran's experience as a "modernizing" state, 1925-1979; the cultural roots and the social-structural causes of the Iranian Revolution

of 1977-79; economic and political developments in Iran since the revolution; and Iran's current regional and international role.

Ali Banuazizi

HS 362 Community and Wealth in the Middle Ages (S:3)

This social and economic history course focuses narrowly on two themes: how people throughout the Middle Ages organized themselves for the sake of their property, for personal protection, and for salvation; and how they marshaled the limited resources of their age for fun and profit. The course is broken into four chronological sections—the early Middle Ages, the central Middle Ages, the High Middle Ages, and the late Middle Ages. In our study of each period we will examine money, trade, the village, the family, marriage, lordship, towns, and spiritual communities.

Robin Fleming

Hs 369 Andean History (S:3)

The Department

HS 394 The Age of Jackson (F: 3)

A study of the Jacksonian period of American History, with particular emphasis upon the way in which new political ideologies influenced changing patterns of thought in social, economic, and cultural affairs during the 1830s and 40s. Special consideration will be given to historical developments in New England and the Northeast.

Thomas H. O'Connor

HS 399 The Gilded Age (F: 3)

A survey of major political, social, economic, and cultural developments in the United States from 1877 to 1897. The course will focus on the aftereffects of national Reconstruction policy; the impact of industrialization and the philosophy of Big Business; the nature of literary and cultural standards during a period of conspicuous consumption; and the response of farmers, laborers, and immigrants that led to the Populist crusade.

Thomas H. O'Connor

HS 401 (TH 444) The Reformation (S: 3)

This course will explore the religious and social history of the Protestant and Catholic Reformations. We shall examine in detail the major theological and ecclesiological questions of the sixteenth century by focusing on the ideas and activities of Erasmus, Luther, Calvin, Ignatius Loyola, and Teresa of Avila. However, we shall also devote considerable attention to the opinions and religious practices of the ordinary believer—Protestant and Catholic, female and male, peasant and aristocrat. Thus the relationship between theology and religious experience will be an important theme of the course.

Virginia Reinburg

HS 407 The European Renaissance (F:3)

This course explores the extraordinary flowering of literature and the arts during the fourteenth and fifteenth centuries, which we call the Renaissance. Originating in the passionate identification which Italian writers like Petrarch and artists like Giotto

felt with their ancient Roman past, the Renaissance produced a wealth of new work in painting, sculpture, architecture, literature, political thought, and philosophy. The course will focus on the social history and local meaning of humanism and the visual arts. It will do this by comparing the Italian Renaissance to the northern European Renaissance, in an effort to understand how the classical revival was shaped by regional cultures and circumstances. *Virginia Reinburg*

HS 408 Lombards and Tuscans in the Italian Peninsula, 600-1600 (F:3)

A survey of political, economic, social, and cultural developments in the regions of Lombardy and Tuscany from an era usually characterized as "Barbarian" through the period of "Renaissance." Using images of objects and English-language primary and secondary texts written by scholars in several disciplines, students in the course will be asked to consider how life was lived by residents of Milan and Florence during these ten centuries—and what the most significant changes were in the experiences of the populations of the two cities during that period. *Scott Van Doren*

HS 413-414 Social and Economic History of Britain (F:3-S:3)

The first half of a two-semester survey, this course traces the social and economic history of Britain (including Ireland and the Empire) from the Glorious Revolution of 1688 to the onset of the second industrial revolution around 1870. Topics include the rise of class society, the persistence of aristocratic power, the emergence of a consumer society, changing attitudes to crime and the law, changes in gender relations and the regulation of sexuality, popular culture, imperialism and its social effects, the labor movement, religious revivalism, and Victorianism. *Peter Weiler*

HS 417 (EN 500) Politics and Literature of Irish Independence 1845-1922 (F:3)

This course will examine the interaction of politics and literature during the crucial stages of the movement for Irish Independence. It will pay particular attention to the development of political and literary attitudes and the relationships between such attitudes and objective historical readings and lectures in an attempt to integrate the two disciplines and achieve a more sophisticated understanding of Irish culture.

This course is taught jointly and cross-listed with the English Department.

*Adele Dalsimer
Kevin O'Neill*

HS 427-428 England 1660-1800 (F:3-S:3)

The political, social and cultural history of England from the Restoration to the end of the 18th century, with the divide between terms at about 1725. In the first term emphasis will be mainly on political history and on literature, especially Dryden, Rochester, and Pope, including a close reading of *The Rape of the Lock*. The second term will be mainly concerned with topics in cultural history such as architecture and decoration, landscape gardening, painting and sculpture, theater

and music. No previous courses in English history or the arts are necessary or required. Since the course is conceived as a one-year whole, HS 428 will be open only to those who have taken HS 427; exceptions will require the instructor's approval, and will be allowed only for compelling reasons. *Thomas Perry*

HS 438 Economic/Social Change/Post-Famine Ireland 1850-1960 (F:3)

The Great Irish Famine of 1845-50 has served as a watershed for all aspects of Irish historiography. This course will explore the social and economic impact of the famine upon Irish society. Particular attention will be paid to the transformation of Irish agriculture, the emergence of "Irish" patterns of marriage and family experience, and the development of a new urban popular culture. While political questions will inevitably be raised, students interested in the history of Irish nationalism are advised to consider HS 417. Reading for this course will be quite substantial and include economic analysis, social history and literature. *Kevin O'Neill*

HS 443 Contemporary Germany: Conquest, Division, Reunification (S:3)

This advanced elective concentrates on the 20th-century version of the "German Question." Originating in the defeat of the Third Reich, the question of how to handle Germany dominated the immediate years of the post-war period and contributed substantially to the origins of the Cold War. This course will trace the social, political and international aspects of the recovery of the two German states and their subsequent reunification in early 1990. *John L. Heineman*

HS 448 Eastern Europe in the 20th-Century (S: 3)

A study of the political experience of the small nations of Eastern Europe (Romania, Poland, Czechoslovakia, Hungary, Bulgaria and Greece) in the light of the conflict of interest among the Great Powers. The first part of the course will cover the creation of these nations and their progressive disintegration in the interwar years. The second will emphasize the formation and apparent disintegration of the Russian satellite system following World War II. *Radu Florescu*

HS 453 Russian History up to the Revolution (F: 3)

A study of the major cultural and social developments in Russia from the formation of the first Russian state to the Bolshevik Revolution of 1917. Special emphasis will be placed upon recent research concerning select problems in the field of Russian history. *Raymond McNally*

HS 454 Twentieth-Century Russia (S: 3)

A survey of Russian history from the 1905 and 1917 Revolutions to the present day, with an emphasis on the relation of social and political developments. Special attention will be paid to the Russian Revolution of 1917 and its causes, the NEP, the power struggle of the 1920s, women's liberation, the rise of Stalin, industrialization, col-

lectivization, political terror, World War II, the Cold War, Khrushchev and de-Stalinization, the "normalcy" of the Brezhnev era, Gorbachev and Perestroika and the end of the Soviet period.

The Department

HS 469 Intellectual History of Modern Europe (F: 3)

This course traces the main contours and various nooks and crannies in the development of thought and culture in Western Europe from the Age of the French Revolution to the present day. It examines the 19th century, moving from the decades (1800-1848) marked by idealist philosophies, romantic aesthetics and utopian social theories, to the triumph of positivism and the new religion of science between 1850 and the 1880s, and ending with the emergent crisis of Western culture at the century's close. Readings will include works by Hegel, Schopenhauer, George Sand, Flaubert, Mill, Nietzsche, Engels, Gustav LeBon, Oscar Wilde and André Gide. *Paul Breines*

HS 470 Intellectual History of Modern Europe (S: 3)

Although HS 469 is not a requirement for taking HS 470, the latter is a continuation of the former, which deals with the 19th century. This course focuses on the 20th. It begins with the cultural crises and transformations of the turn of the last century and traces developments through the emergence of post-modernist ways of experiencing. Attention is given to the formation of subcultures around the artistic avant-garde, the political "ultra-left," and gay and lesbian life in Europe. *Paul Breines*

HS 488 The French Revolution (F: 3)

A social and political history of France during the turbulent decade, 1789 to 1799. The course will consider the origins of the Revolution, the reconstruction of France by the National Assembly, the failure to regain stability in 1791-92, the rise of the radical Jacobins and the Reign of Terror, the Thermidorian Reaction, the winding down of the Revolution, and the rise of Napoleon Bonaparte. It will conclude with an examination of the consequences of these events. *Paul Spagnoli*

HS 489 France from Napoleon to the First World War (S:3)

Beginning with an investigation of France's condition as it emerged from the great Revolution, the course will continue with Napoleon's liquidation of the Revolution and then trace the revolutionary legacy as it worked itself out in the political and social movements of the nineteenth century. The story of French economic development will be interwoven with the turbulent political and social history of the succeeding monarchies, empires, and republics, and the intervening revolutions of 1830, 1848, and 1870-71. The course will conclude with an examination of France on the eve of the First World War. *Paul Spagnoli*

HS 490 African Women (S:3)

This course examines the changing roles played by women in sub-Saharan Africa before and dur-

ing the colonial period. The class will examine the general roles and positions of women in Africa as well as the lives of both ordinary and extraordinary individuals in western, eastern, and southern Africa. As is customary both in African Studies and Women's Studies the approach taken by the course will be interdisciplinary, making use of historical, sociological, and literary works, including novels featuring women in Africa in real-life historical situations. The emphasis is on the lives of indigenous women but European women who have made Africa their home are also included. A major research paper is required.

David Northrup

HS 503 The Civil War (S: 3)

An analysis of the Civil War in the United States from 1845 to 1877 in terms of the background and causes of the conflict, the principal military theaters of operation, and the main events of the Reconstruction period that followed the war.

Thomas H. O'Connor

HS 511 Race, Class, and Ethnicity and the Struggle for Human Rights in America, 1941 to Present (F:3)

An emerging new world order and persistent economic and political tensions nationally suggest a closer look at race relations and at the most recent immigrant and refugee arrivals. Definitions of race, class, and ethnicity have changed dramatically and rapidly since World War II. The idea of the "melting pot" no longer suffices (if it ever did) and debates over cultural pluralism, diversity, and political correctness reflect the difficulties Americans of all backgrounds are having in understanding a complex new world. The realities of the 21st Century demand that the white majority understand the implications of the shifting demographics and the cultural transformation they bring with them.

Andrew Buni

HS 524 American Constitutional Development (S:3)

An historical analysis of the formation, organization and major decisions of the United States Supreme Court from 1788-1977, with emphasis upon the Court's relationship to social change.

Alan Rogers

HS 540 History of American Women (S:3)

This course will introduce students to themes in social history of American women. We will pay particular attention to the diversity of women's experiences and the ways in which class, race, ethnicity, and gender have informed women's lives. The course explores the history of American women in the twentieth century. There will be a substantial amount of reading in primary and secondary sources.

Sherri Broder

HS 543 American Social Protest Movements (S:3)

This seminar will analyze the history and literature of several American social protest movements, choosing from among the following:

agrarian protest, the labor movement, anti-imperialist and peace movements, the civil rights movement, the women's movement, socialist and Communist organizing. Students will write research papers on one specific movement or period of organizing, which will analyze topics such as the movement's accomplishments and defeats, how it was represented in contemporary media and fiction and the impact of these representations, how the movement presented its outlook and alternative vision, how its organizing process expressed and/or contradicted its goals.

Judith Smith

HS 546 American Ideas and Institutions (S: 3)

A history of thought as it has developed within the framework of American society. The course will compare ideas of several distinct kinds: those which have expressed the prevailing ways of each period; those which have offered alternatives; and those which have sought artistically to mirror dreams and realities.

Alan Lawson

HS 551 U.S. 1912-1945 (F:3)

This course will explore the significant political, economic and social developments in the United States between the election of Woodrow Wilson and the death of Franklin D. Roosevelt. Among the topics to be examined are the Progressive Spirit, the emergence of a consumer society, the ethnic and religious tensions in American life, the Great Depression and the New Deal, and American involvement in this century's two World Wars.

Mark Gelfand

HS 552 U. S. Since 1945 (S:3)

This course will explore the significant political, economic and social developments in the United States since the end of World War II. The focus will be on domestic affairs; foreign policy will be discussed to the extent that it affected internal events. Among the topics to be examined are post-war prosperity, the Red Scare, the struggle for racial and sexual equality, student protests in the 1960s, the problems of the modern presidency, and the contemporary crisis in the American economy.

Mark Gelfand

HS 571-572 Foreign Relations in the Twentieth Century (F,S:3)

After a brief survey of U.S. foreign relations in the 18th and 19th centuries, this course will focus on U.S. relations with the world in the years between 1890 and 1945. Special attention will be given to domestic influences on foreign policy in this period as well as to discussions of leadership and theories relating to the development of international affairs. The course will continue in the spring and cover the years from 1945 to the present.

The Department

HS 574 Feminisms and Nationalisms in Asia (S:3)

This course is a study of the intersections between women's liberation and national liberation and revolutionary movements in Asia. It focuses on three main issues: the significance of women's emancipation for national regeneration; the nature of women's incorporation in nationalist and

revolutionary movements; and the implications of this history for the politics of feminism in Asia. We will explore general questions about the relation between feminisms and nationalisms as well as examine particular case studies, ranging from the national liberation movement of the 19th and early 20th centuries in India to the more contemporary Iranian revolution and the Palestinian Intifada.

Mrinalini Sinha

Graduate Colloquia

A colloquium consists of readings, primarily in secondary sources, on a series of selected topics. All graduate students are urged to take at least one colloquium each semester.

HS 812 Coll: Legal/ Constitutional (F:3)

Readings in American Legal and Constitutional history from 1789 to present.

Alan Rogers

HS 845 Coll: Famine and Social Crisis (S:3)

This course will explore the historical relationships between social, economic and political systems and the maintenance of subsistence in peasant society. An interdisciplinary and comparative approach will be utilized to permit the exploration of famine experience in Europe, Asia, and Africa.

Kevin O'Neill

HS 868 Coll: Popular Religion and Popular Culture in Europe (1300-1600) (S:3)

This course will explore the religious and cultural lives of ordinary men and women in late medieval and early modern Europe. Topics to be covered in weekly class meetings will include the following: orality and literacy; peasant culture and artisanal culture; forms of sociability; disease and healing; gender roles and sexuality; ceremonies, liturgies, and riots; witchcraft and related beliefs; and the cultural conflicts experienced in mission, colonization, and Inquisition. A paper will be required. Reading knowledge of French required.

Virginia Reinburg

HS 871 Coll: US to 1877 (F:3)

This course is intended as an introductory, graduate-level survey of major themes and issues in American history through the Civil War and Reconstruction. The approach will be largely historiographical, in the sense that it will focus on works of major interpretive significance rather than upon works of a synthetic nature.

Sherri Broder

HS 872 Coll: US Since 1877 (S:3)

Students will read and discuss recently published books covering important topics in US history since 1877; the impact of Reconstruction, responses to industrialization, the impact of immigration and rural to urban migration, political protest, the expansion of mass culture and contested leisure, shifts in historical construction of gender and sexuality, the intersectionality of gender and race, the impact of US interventions around the globe. Class discussions will place these books in a historiographical context, as well as assess their historical contributions.

Judith Smith

HS 891 Coll: American Studies (F:3)

This colloquium considers a wide range of readings that represent key avenues of approach to the interdisciplinary study of American culture, including scholarship in social history, the new literary history and cultural studies. Additional time will be spent examining the nature of the field of American Studies, its present state, and the challenges posed by looking at the historical construction of race, gender and ethnicity as these have shaped American culture.

Judith Smith

HS 892 Coll: Latin American History (S:3)

Topics in the history of Latin America. Participants in the class will read and review both classics and new approaches to the history of Latin America, with the objective of developing a clearer idea of the kind of work that is being done—and needs to be done—by scholars working in this part of the world.

The Department

HS 896 Core Coll: Early Modern Europe (S:3)

This course will discuss books ranging in period from the Italian Renaissance to the French Revolution. The course is intended to explore a variety of historiographical approaches to Early Modern Europe and also to discuss pedagogical issues in the presentation of historical subjects.

Lawrence Wolff

HS 897 Core Coll: Modern Europe (F:3)

The colloquium will serve as a broad introduction to some major themes, controversies and historiographic developments in modern European history.

Paul Breines

Graduate Seminars

Seminars primarily involve original research in a carefully delineated topic. Students must discuss with the professor whether or not they have the necessary background and, where appropriate, the necessary foreign language ability to qualify for admission into the seminar.

HS 903 Seminar: State and Society in Modern Europe (F:3)

At the center of this course is the modern bureaucratic state, providing a wide array of services and subsidies, managing the economy and superintending the lives of its citizens. Initial readings will be both historical and theoretical and will be focused on several critical issues: the growth of state power since the French Revolution and the continuing debate over its appropriate limits; the role of war, military power and war-time mobilization in the expansion of the state's functions; differences in the shape and strength of states across Europe; changing boundaries between the public and the private, the state and the market; varying styles of policing and policy-making; the process of democratization and the evolution of citizenship; myths and realities of the welfare state.

James Cronin

HS 909 Seminar: Mexico, Central America and the Caribbean (F:3)

The history of this region has been characterized by international pressure, deeply exploitative social relations, and persistent social and political conflicts. Participants may pursue research projects on colonialism, imperialism, and the world economy; plantation systems and their social and cultural implications; national states in deeply dependent societies; and the cultural, social and political adaptation and resistance of the peoples living in this culturally variegated and socially divided region.

John Tutino

HS 913 Seminar: The Anglo-Saxons and Carolingians (F:3)

Students in the seminar will write original research papers on a topic in Anglo-Saxon or Carolingian history. This topic will be one upon which the students and professor have agreed, and will be based, to a large degree, on original sources. Students will not only be required to write a paper, but to read and critique all papers written in the seminar. The final paper will be a polished and rewritten piece incorporating the critiques of the professor and other members of the seminar. Latin required.

Robin Fleming

HS 914 Seminar: The Society of Early Modern Spain (S:3)

This course will explore Spanish social history from the reign of Ferdinand and Isabel to the French Revolution. Among the topics that may be covered are the class structure, the position of minorities and social outcasts, the Spanish Inquisition, the role of women, the church and popular religion, high and low culture, the problems resulting from the conquest and settlement of the Indies, and others. Students will be required to write papers based on research in primary sources. Since very few primary sources are translated, a reading knowledge of Spanish is required.

Ellen Friedman

HS 952 Seminar: European Diplomatic History (F:3)

This seminar will deal with the relations among the European states from 1812, when the collapse of Napoleon's hegemony made possible the resumption of normal diplomacy, to the outbreak of World War II in 1939.

Alan Reinerman

HS 970 Civil War Seminar (S:3)

A research seminar designed to provide the graduate student with the experience and methodology of the investigation of primary sources, the analysis of documentary evidence, and the organization of a major research paper on some topic in the Civil War period of American History.

Thomas O'Connor

Graduate Independent Study**HS 799 Readings and Research: Independent Study**

Prerequisite: Permission of Instructor

Graduate students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member.

The Graduate Faculty

HS 801 Thesis Seminar (F, S: 6)

A research course under the guidance of a faculty member for those writing a six-credit Master's Thesis.

HS 802 Thesis Direction (F: 0-S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

HS 888 Master's Interim Study (F: 0-S: 0)**HS 992 Dissertation Seminar (S:3)**

The aim of this course is to bring together students beginning dissertations in various fields to discuss the substance of their research and problems of theory, method and organization. Students will be expected to report on their work and to present, by the end of the course, either a dissertation proposal or a section of the dissertation itself.

Carol Petillo

HS 998 Doctoral Comprehensives**HS 999 Doctoral Continuation (F: 0-S: 0)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy.

M A T H E M A T I C S

FACULTY

Stanley J. Bezuska, S.J., *Professor Emeritus*; A.B., A.M., M.S. Boston College; S.T.L., Weston College; Ph.D., Brown University

Joseph A. Sullivan, *Professor Emeritus*; A.B. Boston College; M.S. Massachusetts Institute of Technology; Ph.D., Indiana University

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Joseph F. Krebs., *Assistant Professor Emeritus*; A.B., A.M. Boston College

Robert J. Leblanc., *Assistant Professor Emeritus*; A.B., A.M. Boston College

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Robert H. Gross, *Associate Professor*; A.B., Princeton University; Ph.D., Massachusetts Institute of Technology

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Gerard E. Keough, *Associate Professor*; A.B., Boston College; Ph.D., Indiana University

Charles Landraitis, *Associate Professor*; A.B., Wesleyan University; M.S., University of Pennsylvania; A.M., Ph.D., Dartmouth College

Harvey R. Margolis, *Associate Professor*; M.S., Ph.D., University of Chicago

Rennie Mirollo, *Associate Professor*; B.A., Columbia College; Ph.D., Harvard University

Nancy E. Rallis, *Associate Professor*; A.B., Vassar College; M.A., Ph.D., Indiana University

Ned I. Rosen, *Associate Professor*; B.S., Tufts University; M.A., Ph.D., University of Michigan

John P. Shanahan, *Associate Professor*; B.S., M.S., University College, Galway; Ph.D., Johns Hopkins University

C.K. Cheung, *Assistant Professor*; B.Sc., University of HongKong; Ph.D., University of California



PROGRAM DESCRIPTION

Master of Arts Program

The Department of Mathematics offers a flexible M.A. program for students wishing to study mathematics at an advanced level. Beyond the common core of required courses described below, students may select courses according to their individual interests. Courses are available in both pure and applied areas for students wanting to broaden their background for entrance to a doctoral program or before seeking employment in government, industry or education.

In particular, in pure mathematics, courses in topology, analysis and algebra are offered. In applied areas, courses to meet specific needs are provided. For a student interested in a career in actuarial mathematics, the Department offers courses in probability and statistics, numerical analysis, and mathematical programming (operations research). For students interested in computer science, the Department offers courses in programming, data structures, machine language, algorithms, automata and formal languages, and alternate year electives in topics such as computer graphics and logic.

Students interested in a teaching career at the secondary level should be aware that because of certification requirements, unless approved equivalents have been taken previously, their course work should include the following:

1. MT 451 (Euclidean and Non-Euclidean Geometry),
2. MT 426-427 (Probability and Mathematical Statistics),
3. some exposure to the use of computers in mathematics—which may be accomplished by taking any 500 level course except MT 550.

The course requirements for the degree are 30 credit hours of courses in the Department and participation in a non-credit seminar (MT 902-

903). Under special circumstances, and with the approval of the Graduate Committee and the Department Chairperson, a student can satisfy the degree requirements with 24 credit hours of courses and a thesis (6 credit hours).

All students are required to take (or have the equivalent of) MT 804-805 (Analysis), MT 816-817 (Modern Algebra) and either MT 814-815 (Complex Variables), MT 840-841 (Topology) or MT 860-861 (Logic and Foundations). All students must pass a written comprehensive examination in analysis and algebra (based on MT 804-805 and 816-817).

Subject to approval of the Graduate Committee, a student may receive credit for the following undergraduate courses: MT 414, 426-427, 430, 435-436, 445, 451, 452, 480, and any 500 level course except MT 550. However, students may be required to do extra work in these courses in order to earn graduate credit. Beyond the ten courses used to satisfy the degree requirements, students may take some additional courses in or outside of the Department.

Each graduate student should consult with the Director of the Graduate Program to develop a program suitable for his or her needs. Final approval for each student's program is granted by the Graduate Committee.

Master of Science in Teaching Program

The Department offers a program leading to the degree of Master of Science in Teaching (M.S.T.) in cooperation with the Department of Education. This program is designed either for experienced teachers or for prospective teachers and consists of five courses in mathematics and up to 24 credits in education, depending on experience. Additional information on the program is available in the Education section of this Catalog. Degree candidates draw up an overall plan of study with joint advisement from the Director of the Graduate Program in Mathematics and the advisor for the M.S.T. program in the Graduate Department of Education.

Candidates are required to complete MT 804-805 (Analysis) and three other MT courses at or above the 400 level, including at least one from among MT 400-499 or MT 800-899. Because of certification requirements, unless approved equivalents have been taken previously, these required courses should include the following:

1. MT 451 (Euclidean and Non-Euclidean Geometry),
2. either MT 420 (Probability and Statistics) or MT 426-427 (Probability and Mathematical Statistics),
3. some exposure to the use of computers in mathematics—which may be accomplished by taking MT 550 (Computer Science I) or any other higher level computer course.

Another course particularly well suited for this program is MT 430 (Number Theory).

M.S.T. candidates must also pass an oral comprehensive examination and submit a

brief expository paper in some area of mathematics.

COURSE OFFERINGS

MT 100–101 Calculus I, II (F: 3–S: 3)

Prerequisite: Trigonometry

This is a course in the calculus of one variable intended for biology, economics, and premedical students, but open to all who are qualified. Students who have completed a year's course in calculus at the secondary level should consider the accelerated version of this course, MT 110–111. Topics include limits, derivatives, integrals, transcendental functions, techniques of integration, and applications. MT 100 is not open to students who have completed a calculus course at the college level.

MT 102–103 Calculus (Math/Science Majors) I, II (F: 4–S: 4) or (F: 4)

Prerequisite: Trigonometry

This course sequence is a first course in calculus for mathematics, computer science, chemistry, geophysics, and physics majors. Topics covered include differentiation and integration of functions of one variable, applications, transcendental functions, L'Hospital's rule, polar coordinates, sequences and series, and conic sections. Students who have completed a calculus course at the college level should consult with the Chairperson before electing this course.

MT 110–111 Calculus/Accelerated (F: 3–S: 3)

This course is an accelerated version of MT 100–101 and is designed for students who have had the equivalent of a one year course in calculus in secondary school. Topics include those listed for Calculus I and II, sequences and series and conic sections.

MT 110 is not open to students who have completed a calculus course at the college level.

MT 200–201 Intermediate Calculus I, II (F: 3–S: 3)

Prerequisite: MT 100–101

This course sequence is a continuation of MT 100–101. Topics include vectors and analytic geometry of three dimensions, partial differentiation and multiple integration with applications, infinite series, and an introduction to differential equations.

MT 202 Multivariable Calculus I (F, S: 4)

Prerequisite: MT 102–103 or MT 110–111

This course is a continuation of MT 102–103 or MT 110–111 for those students majoring in mathematics, chemistry, geology, geophysics or physics. Topics include vectors in two and three dimensions, analytic geometry of three dimensions, curves and surfaces, partial derivatives and multiple integrals.

MT 203 Multivariable Calculus II (F, S: 3)

Prerequisite: MT 202 or MT 113

This course is a continuation of MT 202 for mathematics majors. Topics include the calculus of vector fields, line and surface integrals, differential equations and additional topics as time permits.

MT 216–217 Abstract and Linear Algebra I, II (F: 3–S: 3)

This course is designed to develop the student's ability to do abstract mathematics through the presentation and development of the basic notions of algebraic structures and linear algebra. Topics include logic, sets, mappings, the integers, rings, fields, vector spaces, basis and dimension, systems of linear equations, linear transformations, matrices, eigenvalues and inner product spaces.

MT 305 Advanced Calculus (Science Majors) (S: 4)

Prerequisite: MT 201 or the equivalent

Topics include linear second order differential equations, series solutions of differential equations including Bessel functions and Legendre polynomials, solutions of the diffusion and wave equations in several dimensions, the basic properties of the Laplace transform with applications.

MT 410 Differential Equations (F: 3)

Prerequisites: Linear Algebra and MT 203

This course is intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be first order linear equations, second order linear equations, general nth order equations with constant coefficients, series solutions, special functions. Not open to candidates for the M.A. in mathematics.

MT414 Numerical Analysis (S: 3)

Prerequisite: MT 201 or MT 203, and a programming course, such as MT 063, MT 550 or MC 140

Topics include the solution of linear and non-linear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, approximation theory.

MT 420 Probability and Statistics (S: 3)

Prerequisite: MT 201 or MT 202

This course is introductory but assumes a calculus background. It is open to any mathematics or science major who has not taken MT 426. Its purpose is to provide an overview of the basic concepts of probability and statistics and their applications. Topics include probability functions over discrete and continuous sample spaces, independence and conditional probabilities, random variables and their distributions, sampling theory, the central limit theorem, expectation, confidence intervals and estimation, hypothesis testing.

MT 426 Probability (F: 3)

Prerequisite: MT 202

A general introduction to modern probability theory. Topics studied include probability spaces, distributions of functions of random variables, weak law of large numbers, central limit theorems and conditional distributions.

MT 427 Mathematical Statistics (S: 3)

Prerequisite: MT 426

Topics studied include sampling distributions, introduction to decision theory, parametric point and interval estimation, hypothesis testing and introduction to Bayesian statistics.

MT 430 Introduction to Number Theory (S: 3)

Prerequisite: MT 216–217

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and also to provide examples useful in the secondary school curriculum.

MT 435–436 Mathematical Programming I, II (F: 3–S: 3)

By providing an introduction to the theory, techniques, and applications of mathematical programming, this course demonstrates how mathematical theory can be developed and applied to solve problems from management, economics, and the social sciences. Topics studied from linear programming include a general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual simplex algorithm. Integer programming problems, and the transportation and assignment problems are considered, and algorithms are developed for their resolution.

Other topics are drawn from game theory, dynamic programming, Markov decision processes (with finite and infinite horizons), network analysis, and non-linear programming.

MT 445 Applied Combinatorics (F: 3)

Prerequisites: A year of calculus and a course in linear algebra, abstract algebra or multivariable calculus

This course introduces graph theory and enumeration theory with an emphasis on problem-solving. Topics include graphs, trees, counting methods for arrangements and selections, inclusion-exclusion, generating functions and recurrence relations. Representative applications to other areas, such as geometry, probability, computer science, operations research and recreational mathematics will be included. One or more additional topics may be introduced as time permits. Credit cannot be granted for both this course and MT 244, Discrete Structures and Applications.

MT 451 Euclidean and Non-Euclidean Geometry (S: 3)

Prerequisite: MT 201 or MT 202, or the equivalent.

This course surveys the history and foundations of geometry from ancient to modern times. Topics will be selected from among the following: Mesopotamian and Egyptian mathematics, Greek geometry, the axiomatic method, history of the parallel postulate, the Lobachevskian plane, Hilbert's axioms for Euclidean geometry, elliptic and projective geometry, the trigonometric formulas, models, geometry and the study of physical space.

MT 452 Differential Geometry and Relativity (F: 3)

Prerequisite: MT 203 and MT 216, or the equivalent

An introduction to the differential geometry of surfaces and to the special and general theory of relativity. Topics include curves in the plane and 3-space, the first and second fundamental forms of a surface, curvature, geodesics, Riemannian manifolds, inertial reference frames, the postulates of relativity, relativity of simultaneity, Lorentz geometry, the equivalence principle, gravity as spacetime curvature, the field equations, the Schwarzschild solutions, the consequences of Einstein's theory. *Not offered 1993-94.*

MT 480 Mathematics Seminar (S: 3)

The topics of this one-semester seminar course vary from year to year according to the interests of faculty and students. With department permission it may be repeated.

MT 550 (MC 140) Computer Science I (F, S: 3)

Prerequisite: Some computer experience or permission of the instructor

This course is an introduction to the art and science of computer programming and to some of the fundamental concepts of computer science. Students will write programs in the C language; good program design methodology will be stressed throughout. There will also be study of some basic notions of computer science, including computer systems organization, files, and some algorithms of fundamental importance.

MT 551 (MC 141) Computer Science II (F, S: 3)

Prerequisite: Computer Science I (MT 550/MC 140)

In this course, students will write programs which employ more sophisticated and efficient means of representing and manipulating information. Part of the course is devoted to a continued study of programming, in particular the use of linked storage and recursive subprograms. The principle emphasis, however, is on the study of the fundamental data structures of computer science (lists, stacks, queues, trees, etc.), in terms of both their abstract properties and their implementations in computer programs, and the study of fundamental algorithms for manipulating these structures.

MT 566 Programming Languages

Prerequisite: Computer Science II (MT 551/MC 141)

The course will focus on the essential concepts which are common to modern programming languages and the run-time behavior of programs written in such languages. Strong programming skills are required. *Not offered 1993-94.*

MT 568 (MC 633) Computer Graphics (F: 3)

Prerequisites: Computer Science II (MT 551/MC 141), or Computer Science I and permission of instructor

Computer graphics involve human-computer communication based on visual rather than textual representation. This course presents a broad introduction, with emphasis on software and interactive graphics. Topics include application

programming, architecture of graphics systems, geometric algorithms, (such as clipping, transformations, and scan conversion), graphical input, and geometric modeling. If there is time, three-dimensional graphics will be introduced. Programming projects are in Pascal.

MT 572 (MC 260) Computer Organization and Assembly Language (F, S: 3)

Prerequisite: Computer Science II (MT 551/MC 141)

This course is a study of the organization of computers at the "low level" of the processing of machine instructions. Topics include the organization of the CPU and memory, computer representation of numbers, the instruction execution cycle, traps and interrupts, implementations of arithmetic operations, complex data structures, and subroutine linkage, and the functioning of assemblers and linkers. Students will write programs in the assembly language of a particular computer.

MT 577 (MC 652) Microcomputer Applications Development (S: 3)

Prerequisite: Computer Science II (MT 551/MC 141)

This course aids the student in designing and implementing user applications on a Macintosh microcomputer. Aspects of its hardware configuration and operating system will be detailed. Application development software systems, especially those based on object-oriented class libraries and application frameworks, will be used. User interface guidelines for application software will also be addressed.

MT 583 (MC 383) Algorithms (F: 3)

Prerequisites: Computer Science II (MT 551/MC 141), and either Discrete Mathematics, MT 420, MT 426, or MT 445

This course is a study of algorithms for, among other things, sorting, searching, pattern matching, and manipulation of graphs and trees. Emphasis is placed on the mathematical analysis of the time and memory requirements of such algorithms and on general techniques for improving their performance.

MT 585 (MC 385) Theory of Computation (S: 3)

Prerequisites: Computer Science II (MT 551/MC 141), and either Discrete Mathematics, MT 420, MT 426, or MT 445

This course is an introduction to the theoretical foundations of computing, through the study of mathematical models of computing machines and computational problems. Topics include finite-state automata, context-free languages, Turing machines, undecidable problems, and computational complexity.

MT 599 Reading and Research in Computer Science (F, S: 3)**MT 801 Thesis Seminar (F, S: 3)**

Problems of research and thesis guidance, supplemented by individual conferences.

MT 802 Thesis Direction (F, S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the con-

tinuation fee paid each semester until the thesis is completed.

MT 804-805 Analysis I, II (F: 3-S: 3)

This course is intended to emphasize the basic ideas and results of calculus and to provide an introduction to abstract analysis. The course begins with an axiomatic introduction of the real number system. Metric spaces are then introduced. Theoretical aspects of convergence, continuity, differentiation and integration are treated carefully and are studied in the context of a metric space. The course includes an introduction to the Lebesgue integral.

MT 814-815 Theory of Functions of a Complex Variable I, II (F: 3-S: 3)

Differentiation and integration of a function of a complex variable, series expansion, residue theory. Entire and meromorphic functions, multiple-valued functions. Riemann surfaces, conformal mapping problems.

MT 816-817 Modern Algebra I, II (F: 3-S: 3)

Prerequisite: An introductory course in modern or linear algebra

This course will study the basic structures of abstract algebra. Topics will include groups, rings, ideal theory, unique factorization, homomorphisms, field extensions and possibly Galois theory.

MT 840-841 Topology I, II (F: 3-S: 3)

This course is a first course in topology for both undergraduate and graduate students. Topology is the study of geometric phenomena of a very general sort, and as such, topological notions appear throughout pure and applied mathematics. The first semester is devoted to General or Point-Set Topology with emphasis on those topics of greatest applicability. The content of the second semester varies from year to year. In general it will be an introduction to a specialized area of topology; for example algebraic, differential or geometric topology. *Not offered 1993-94.*

MT 860 Mathematical Logic (F: 3)

This course is a mathematical examination of the way mathematics is done of axiom systems, logical inference, and the questions that can (or cannot!) be resolved by inference from those axioms. Specific topics will include the propositional calculus, first order theories, decidability, and Godel's Completeness Theorem.

MT 861 Foundations of Mathematics (S: 3)

Prerequisite: An introductory course in mathematical logic or the consent of the instructor.

Topics to be treated in this course will be selected from one or more of the following areas: axiomatic set theory, model theory, recursive function theory.

MT 899 Reading and Research (F, S: 3)**MT 902-903 Seminar (F: 0-S: 0)**

This is a non-credit course which is required for all candidates for the M.A. degree who do not take MT 801.

N U R S I N G

FACULTY

Mary Elizabeth Duffy, *Professor*; B.S.N., Villanova University; M.S. Rutgers University; Ph.D., New York University

Laurel A. Eisenhauer, *Professor*; B.S., Boston College; M.S.N. University of Pennsylvania; Ph.D., Boston College

Marjory Gordon, *Professor*; B.S., M.S., Hunter College, CUNY; Ph.D., Boston College

Carol R. Hartman, *Professor*; B.S., M.S., University of California Los Angeles; C.N.Sc., Boston University

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Barbara H. Munro, *Professor; Dean*, B.S., M.S., University of Rhode Island; Ph.D., University of Connecticut

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Mary Ellen Doona, *Associate Professor*; B.S., M.S., Boston College; Ed. D., Boston University

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Nancy Fairchild, *Associate Professor*; B.S., Boston University; M.S., University of Rochester; Ph.D. (cand.), Boston College

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June Andrews Horowitz, *Associate Professor*; B.S., Boston College; M.S., Rutgers University; Ph.D., New York University

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Cathy Malek, *Associate Professor*; B.S., University of Wisconsin; M.S., Ph.D., Boston College

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Nancy C. McCarthy, *Associate Professor and Associate Graduate Dean*; B.S., Boston College; M.S., Ed.D., Boston University

Sandra Mott, *Associate Professor*; B.S., Wheaton College; M.S., Ph.D. (cand.), Boston College

Catherine P. Murphy, *Associate Professor*; B.S., Columbia University; M.S., Hunter College, C.U.N.Y.; Ph.D., Columbia University

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Rachel E. Spector, *Associate Professor*; B.S., M.S., Boston College; Ph.D., University of Texas, Austin

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Rose Mary L. Harvey, *Assistant Professor*; B.S., University of Wisconsin; M.A., New York University; D.N.Sc., Catholic University

Diane Maloney, *Assistant Professor*; B.S., B.C., M.S., University of Lowell; Ph.D., Brandeis University

Ellen McFadden, *Assistant Professor*; B.S., University of Virginia; M.S., Ph.D., University of Maryland

Victoria L. Mock, *Assistant Professor*; B.S.N., Duke University; M.S.N., University of California, San Francisco; D.N.Sc., Catholic University of America

Anne Norris, *Assistant Professor*; B.S., Michigan State University; B.S.N., Rush University; Ph.D., University of Wisconsin

Judith Shindul-Rothchild, *Assistant Professor*; B.S., B.C., M.S.N., Yale University; Ph.D., Boston College

PRECEPTOR AND RESOURCE PERSONNEL APPOINTMENTS FOR GRADUATE PROGRAMS

Anne Alberti, B.S., Boston College; M.S., Boston University

Joanne Aldrich, B.S.N., University of Texas at Galveston; M.S.N., University of Lowell; Ed.D., Boston University

Joyce Ames, B.S., Salve Regina College; M.S., Simmons College

Katharine Bailey, B.S., Boston University; M.S., Boston College

Nancy Coyne Baker, B.S., Boston College; M.S.N., Simmons College

Elizabeth Borghesani, B.S., Jackson College; B.S.N., Boston State College; M.S., Boston College

Robin Brooke-Meldon, B.S. University of Virginia, M.S. Catholic University of America

Judy Brucks, B.S.N., University of Rhode Island, M.S., Boston College

Anne Wirick Brown, B.S., Worcester State College, M.S., Simmons College

Gale A. Cahoon, B.S., Salem State College, M.S., University of Lowell

Patricia Canavan, B.S.N., University of Massachusetts; M.S., Boston College

Virginia Curtin Capasso, B.S.N., Northeastern University; M.S., Yale University

Dorothy Carver-Chase, B.S., University of New Hampshire; M.S., Boston College

Mary Scahill Challela, B.S., Boston University; M.S., Boston University; D.N.Sc., Boston University

Jennifer Clair, B.S., University of Pennsylvania; M.S., Boston College

Constance Clarke, B.A., Boston University; B.S., Boston University; M.S., Boston Family Institute

Constance Crowley-Ganser, B.S., University of Massachusetts; M.S., University of California, San Francisco

Martha Curley, B.S., University of Massachusetts, Amherst; M.S.N., Yale University

Carole P. Davis, B.S., Boston College, M.S., Boston University

Donna M. Donilon, B.S., Boston College, M.S., Boston College

Theresa Dowling-Williams, B.S., Boston College; M.S., Boston College

Paula Griffin Dwan, B.S., Boston College; M.S., Boston College

Rosamunde Ebacher, B.S., University of New Hampshire; M.S., Boston College

Kathy J. Fabiszewski, B.S.N., Salem State College, M.S., University of Lowell

Judith A. Farley, A.D., Curry College, B.S.N., Curry College, M.S.N., University of Pennsylvania

Luisa Fertitta, B.S., College of Saint Teresa; M.S., Boston College

Dorothy Goulart Fisher, B.S.N., University of Rhode Island; M.S., Boston College

Karen Flaherty, B.S., Boston State College; M.S., Boston College

Georgina Flannery, B.A., Emmanuel College; M.S., Simmons College

Raymond Flannery, Jr., B.A., College of Holy Cross; M.A., Boston College; Ph.D., University of Windsor

Nancy Fox-Webber, B.S., University of Wisconsin; M.S.N., Simmons College

Helen Gilbert, B.S., Worcester State College, M.S., Massachusetts General Hospital Institute of Health Professions

Constance Gillett, B.S., Southeastern Massachusetts University; M.S., Boston College

Carol Glod, B.S., University of Rochester; M.S., Boston College

Nancy Goldberg, B.A., Johns Hopkins University; B.S.N., Columbia University; M.S.N., University of Pennsylvania

Victoria Griffin, B.S., Fairleigh Dickinson University, M.S., Simmons College

Ann Gurka, B.S., Boston College; M.S., Boston College

Patricia Mahon Halkola, A.S.N., Chabot College, B.S., California State University, M.S., Boston College

Jill Hallisey, B.S., Northeastern University, M.S., Boston College

Cynthia Hodson, B.S.N., Northeastern University, M.S., Boston College

Ann Hurley, B.S., Boston College; M.S., Boston University; D.N.Sc., Boston University

Carol Kelly, B.S., University of Vermont; M.S., Boston College

Patricia Kraepelien-Bartels, B.S., University of California, Los Angeles; M.S., University of California, Davis

Janet Kunsman, B.S., Salem State College; M.S., Boston College

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Joan Lederman, A.S.N., Lasell Junior College, B.S.N., California State University, M.S.N., University of Pennsylvania

Kathleen Leonard, B.S., University of Massachusetts; M.S., Boston College

Anatoly Levin, M.A., Moscow School of Education, Ph.D., Moscow School of Education

Martha Marean, B.S., Boston University; M.S., Boston College

Jennie Mastroianni, B.S., University of Connecticut; M.S., Boston College

Susan McKenney, B.S., University of Lowell, M.S., University of Lowell

Elizabeth Mullen, B.S., Boston College; M.S., Boston College

Barbara Neizo, B.A., University of Hartford, M.S., Boston University

Angela Maida Nicoletti, B.S., Boston College, M.S., Boston College

Angela Patterson, B.S., Simmons College, M.S., Simmons College

Sheila Orlinoff Poswolsky, B.A., Case Western Reserve University, B.S.N., Cornell University, M.S.N., Simmons College

Cheryl Panzarella, B.S., Boston College, M.S., Boston College

Anna Melone Pollock, B.S., Boston College, M.S., Boston College

Donna Principato, B.S., Boston College; M.S., Boston College

Veronica Frances Rempusheski, B.S., Seton Hall University; M.S., University of Colorado; Ph.D., University of Arizona

Patricia Rissmiller, B.S.N., Catholic University, M.S., University of Colorado, D.N.Sc., Boston University

Nancy Schappler, B.S., Salve Regina College; M.S., Boston College

Eunice Shishmanian, B.S., Simmons College, M.S., Boston College

Toni St. Germain, B.S., Boston College; M.S., Framingham State College; M.S., Boston College

Eileen Stuart, B.S.N., St. Anselm's College; M.S., Boston College

Nancy Swanson, B.S., St. Joseph College, M.S., Boston University

Eleanor Tabeek, B.S., Boston College; M.S., Catholic University of America; Ph.D., Boston College

Rosemary Theroux, B.S., Worcester State College; M.S., Boston College

Margaret Williams, B.S., University of Southern Maine; M.S., Boston College



PROGRAM DESCRIPTION

The School of Nursing offers a Master of Science degree program and a Doctor of Philosophy degree program for qualified nurses who seek advanced study in nursing as preparation for clinical research and clinical leadership.

Doctor of Philosophy Degree Program With a Major in Nursing

The Ph.D. Program in Nursing is a post-Master's research-oriented degree. The focus of this program is on preparation for leadership roles in nursing, especially in clinical nursing research. Areas of concentration include ethics, ethical judgment and decision making; nursing diagnosis and diagnostic/therapeutic judgment; and life processes/selected human response patterns in health and illness. The program offers a variety of learning opportunities through course work, interdisciplinary colloquia, independent study, and clinical research practica. Policies and procedures are consistent with those of the Graduate School of Arts and Sciences. Program planning is determined according to the individual's background, research interests, and stage of development in scholarly activities. Low student-faculty ratios and a research mentorship permit students to complete the program in the minimal amount of time. Multiple resources for scholarly development are available within the University and in the research and clinical nursing centers of the Greater Boston area.

The three year plan allows the student to take ten credits of coursework per semester for the first two years of study before entering the dissertation phase of the program.

Students in the four year plan take six to seven credits of coursework per year for the first three years of study prior to commencing the dissertation phase of the program.

Program of Study

The curriculum of the program includes three core areas of study: knowledge development in nursing; substantive nursing content and research methods. The knowledge development component includes courses in philosophy of science, epistemology of nursing, and strategies for developing nursing knowledge. Substantive nursing content is acquired through the study of concepts (becoming, life process, health); programs of research (uncertainty, sensory preparation, etc.); and processes (ethical and diagnostic and therapeutic judgment). The research component of the program includes qualitative and quantitative research methods, statistics, clinical research, research practica and dissertation advisement. Relevant cognate courses are required for each chosen area of research concentration in addition to the core areas of study.

Forty-six credits are the minimum for meeting the degree requirements. Student background and interest may require additional credits.

- NU 701 Epistemology of Nursing 3 credits
- NU 702 Strategies for Knowledge Development 3 credits
- PL 593 Philosophy of Science 3 credits

- NU 710 Themes of Inquiry I: Clinical Topics 3 credits
 - NU 711 Themes of Inquiry II: Clinical Judgment 3 credits
 - NU 820 Expanding Paradigms for Nursing Research 3 credits
 - NU 821 Nursing Research and Health Policy Formulation 3 credits
 - Quantitative/Qualitative Methods of Research 3 credits
 - Statistics/Computer Application and Analysis of Data 3 credits
 - Measurement/Norm & Criterion-References Data 3 credits
 - Advanced Qualitative/Quantitative Methods 3 credits
 - NU 810 Research Practicum I 1 credit
 - NU 811 Research Practicum II 1 credit
 - NU 812 Research Practicum III 1 credit
 - NU 813 Research Practicum IV 1 credit
 - Cognate 3 credits
 - NU 998 Doctoral Comprehensives 0 credits
 - NU 901 Dissertation Advisement 3 credits
 - NU 902 Dissertation Advisement 3 credits
 - NU 999 Doctoral Continuation 0 credits
 - TOTAL** 46 credits
- Cognates are related to research concentration/methods. Number of credits in cognates is based on need and prior educational background and coursework.

Ph.D. Colloquium

Monthly seminar for doctoral students on various topics of nursing research. Content is based on student needs and interests.

Doctoral Student Research Development Day

Two annual seminars for the first and second year doctoral students to present their research.

Career Opportunities

Graduates of the program may seek positions in academic, industrial, government, or nursing practice settings where clinical nursing research is conducted. They are also prepared to commence a program of research through post-doctoral work.

Financial Aid

There are four major sources of funding for full-time students in the doctoral program in nursing at Boston College: 1) University Fellowships are awarded to five students per year on a competitive basis. Full tuition and a stipend are provided for three years as long as the student maintains good academic standing and demonstrates progress towards the Ph.D. Degree. 2) The highly competitive National Research Service Award Program for Individuals provides federal monies to cover tuition and a stipend. 3) Graduate assistantships which consist of a stipend provided by Boston College. 4) Research Associate positions as provided through faculty research grants. Additional grants and scholarship opportunities are available on an individual basis.

Admission Requirements

- Official transcript of Bachelor's and Master's degrees from programs accredited by the National League for Nursing
- Current RN license
- Current curriculum vitae
- Written statement of career goals that includes research interests (maximum 1500 words)
- Three letters of reference, preferably from doctorally prepared academic and service personnel, at least two of whom should be professional nurses
- Evidence of scholarship in the form of a published article, a clinical research study, a thesis or a term paper
- Official report of the Graduate Record Examination Scores taken within five years
- Application form with application fee
- Qualified applicants will be invited for pre-admission interview with faculty.

Pre-application inquiries are welcomed.

Applications are reviewed after all credentials are received. The deadline for receipt of all credentials is January 31 of the year of admission to the program.

Application materials may be requested from the School of Nursing, 617-552-4250, or the Graduate School of Arts and Sciences, 617-552-2244.

The Master of Science Degree Program with a Major in Nursing

The main objective of the Master of Science Degree Program with a major in nursing at Boston College is to prepare nurses in advanced practice including clinical specialist and nurse practitioner. There are four areas of clinical specialization in nursing at Boston College: Adult Health, Community Health, Maternal Child Health, and Psychiatric Mental Health. The focus in the specialty areas is on the human response to actual or potential health problems. The approach to clients is multi-faceted and includes the development of advanced competencies in nursing diagnosis and therapeutic judgment. The graduate of the Master's Program, in addition to giving specialized direct care, provides leadership in the development of nursing. Through complex decision-making processes, indirect services such as staff development, consultation, middle management, and participation in research, the advanced practitioner, clinical nurse specialist and nurse practitioner, improves the quality of nursing practice.

Areas of Clinical Specialization in Nursing

Adult Health Nursing

The curriculum in adult health nursing enables students to develop advanced competencies in nursing practice, clinical research, and strategies for improving the quality of care. Learning experiences are developed from concepts of holistic care, optimal health, and functional patterns of the adult. The curriculum prepares for advanced practice including clinical nurse specialist and nurse practitioner for various roles in health care delivery and provides the base for doctoral study.

Students select a focus for practice and research from a variety of adult health practice areas. Individual guidance is provided by faculty experts in collaboration with master clinical specialists in primary, acute, and long-term care.

Community Health Nursing

The curriculum for community health nursing is designed to provide students the opportunity to apply theories and modalities of treatment in community health nursing and to meet the health needs of families, populations or other defined community groups. The major foci of the program are 1) health promotion and disease prevention strategies in high risk aggregates, and 2) the management of common and episodic health concerns of individuals and families. Emphasis is on clinical specialization and the family nurse practitioner within the context of a changing health care system. Clinical practica are selected to meet the curricular and students' objectives and goals. Practicum is directed to provide application and integration of theoretical knowledge in health departments, neighborhood health centers, visiting nurse associations and other community settings.

Maternal Child Health Nursing

The curriculum in maternal child health nursing focuses on the preparation of candidates for expanded roles in women's health and the care of children. The curriculum prepares for advanced practice including clinical nurse specialist and nurse practitioner in women's health and care, as well as pediatric ambulatory or acute/chronic care. It includes the expansion of clinical practice responsibilities, and the development of the teacher, researcher, change agent, leader, and liaison roles of the clinical nurse specialist/nurse practitioner. A variety of clinical agencies are utilized to meet the student's specific goals and objectives and to provide for application and integration of theoretical knowledge and exploration of direct and indirect role components. The program prepares graduates to sit for the appropriate ANA or NAACOG certification exams for advanced practice.

Psychiatric Mental Health Nursing

The curriculum aims at developing clinical competencies for nursing practice in the psychiatric mental health field. Emphasis is on advanced evaluation of practice methods with individuals, groups, and families in the community and institutional settings. Theoretical frameworks for practice are derived from the fields of education, social and biological sciences, and psychiatric nursing. The program focuses on advanced practice including clinical nurse specialist and nurse practitioner in underserved urban and high risk areas, including treatment of severely disturbed clients. Clinical placements in outpatient community mental health centers and selected inpatient and day hospital settings are used to meet student and curriculum goals. Client assessment, psycho-therapeutic intervention and case management are emphasized as direct role

activities. The indirect role of the Clinical Specialist is addressed in relation to mental health consultation and programming.

Cooperating Health Agencies

Practice settings available in the city of Boston and the greater metropolitan area offer rich experiences for developing advanced competencies in the nursing specialty. Selected major teaching hospitals used are Massachusetts General, Beth Israel, McLean, Brigham and Women's, New England Deaconess, Boston City, Children's and Newton-Wellesley. Community agencies include mental health centers, general health centers, college health clinics, public health departments, visiting nurse associations, health maintenance organizations, nurses in private practice, and home care agencies.

Career Opportunities

Recent graduates from the Boston College Master's Program are in the traditional and non-traditional leadership roles: occupational health, politics, consultation, health care planning, directors of home health agencies, private practice, and government service.

Program Options

The program is designed for registered nurses who have a baccalaureate degree from a National League of Nursing (NLN) accredited nursing program and who have had at least one year of experience in nursing practice.

The full-time option is a one-year program comprising thirty-seven credits. The program of study includes nine credits of cognates and/or electives, twelve credits of core courses, and sixteen credits of specialty and theory clinical practicum.

The part-time option can be completed in one and a half to five years, is also comprised of thirty-seven credits, and is identical to the full-time program of study. Students take cognates, electives, and core courses prior to or concurrently with specialty courses. On admission, part-time students design an individualized program of study with a faculty advisor.

The RN/Masters Plan is an innovative means to facilitate advanced professional education for highly qualified nurses. The plan, predicated on adult learning principles, recognizes and maximizes students' prior educational achievement. It is designed for RNs who hold either an Associate Degree in Nursing, a nursing diploma or other non-nursing undergraduate or graduate degree. Credit may be received by direct transfer, exemption exam or actual course enrollment. The RN Advisor will interview the applicant, complete a thorough assessment of credentials and develop an individualized course of study. The length of the program will vary with each individual's background.

The MS/MBA Dual Degree is a combined program for both the education of advanced practice including clinical nurse specialist and nurse practitioner in the nursing masters program and business administration in the Wallace E. Carroll School of Management for individuals interested in the nurse executive position. Students work toward completion of both degree requirements concurrently or in sequence. Through the overlap of elec-

tives that would meet the requirements of both programs, the total number of credits for both degrees can be reduced. Faculty advisors work with students in designing a plan of full time or part time study.

The Additional Specialty Concentration option is designed for registered nurses who have a Master's degree in nursing, and who wish to enhance their educational background in an additional specialty area. This is a non-degree program of study, individually designed by the student and faculty advisor to meet career goals.

Admission Requirements for Master of Science Degree (full time and part time)

- Baccalaureate degree from an NLN accredited program with a major in nursing
- An undergraduate scholastic average of B or better
- Official report of scores on the Graduate Record Examination, taken within 5 years
- Three letters of recommendation pertaining to academic ability and professional competency
- Statement of goals, maximum 250 words, pertaining to career objectives and how your intended specialty program will help you attain them
- A completed undergraduate course in statistics
- Documentation of successful completion of an undergraduate or continuing education course in health assessment
- A personal interview with faculty (telephone and written interviews are utilized if distance precludes a personal meeting)
- Applicants must hold a current license to practice nursing in Massachusetts and have at least one year of work experience
- Immunizations and a physical examination are required
- Individual coverage by professional liability insurance is mandatory for all clinical students

Admission Requirements for RN/MS Plan:

- Massachusetts RN license
- One year professional nursing experience
- Scholastic average of B or better
- Official transcripts of all post-secondary coursework
- Official report of the GRE scores, taken within five years
- NLN Mobility Profile II
- 3 letters of reference
- Statement of goals
- Undergraduate statistics
- Health assessment course
- Personal interview
- Liability insurance, physical examination and required immunizations

Admission Requirements for MS/MBA Dual Degree:

- GSA&S Application
- Official baccalaureate transcripts from NLN accredited institutions
- 3 letters of reference
- 2 essay questions & statement of goals
- Resume
- Minimum 1 year of nursing management experience
- Undergraduate statistics

- Health assessment course
- Official report of the GRE scores, taken within 5 years
- Personal interview

Admission Requirements for Additional Specialty Concentration:

- Form 1 and Form 2 of Boston College Graduate School of Arts and Sciences application, indicating non-degree status, and application fee
- Baccalaureate and Master's degree transcripts from NLN accredited programs
- Three letters of recommendation pertaining to current professional competency
- Personal interview with specialty faculty
- Current Massachusetts RN licensure
- Documentation of adequate individual coverage by professional liability insurance.
- Physical examination and immunizations
- Program of study approved by specialty faculty and by the Associate Dean of Graduate Programs (NB: All courses toward a program of study must be taken at Boston College.) The applicant is responsible for meeting ANA credentials for certification.

Applications are reviewed on a rolling basis for both part-time and full-time study. Application deadlines are as follows:

FT & PT, May/June: February 15

PT, September: May 15

PT, January: October 15

The Director of Graduate Admissions forwards the official announcement of acceptance or rejection.

Non-Matriculated Students

Special students must be admitted to the program before registering for courses. Application deadlines are six weeks before the semester of entrance.

Program of Study

Master of Science with a Major in Nursing

- Cognate, and Electives or Independent Study* 9 credits
- NU 515 Nursing Knowledge Development 2 credits
- NU 516 Clinical Judgment 2 credits
- NU 517 Role Implementation 2 credits
- NU 520 Research Theory 3 credits

*Options following NU 520, choose one

- NU 523 Computer Data Analysis 3 credits*
- NU 524 Masters Research Practicum 3 credits*
- NU 525 Integrated Review of Nursing Research 3 credits*

**Optional, following 6 credits of research

- NU 801 Masters Thesis 3 credits**
- 2 Specialty Theory Courses 6 credits
- 2 Specialty Practice Courses 10 credits
- TOTAL (without Thesis) 37 credits**

TOTAL (with Thesis) 40 credits

*Nine credits, which include one cognate and six credits of electives or independent study, can be completed in summer and fall or spring semesters. A cognate is a graduate level course taken in either psychology, sociology, philosophy, or biology. The elective course is also at the graduate level and may be taken in any department. Independent Study is recommended for students

who have a particular interest that is not addressed in required courses in the curriculum. A comprehensive examination is required at the end of the program.

Laboratory Fee

The laboratory fee for each clinical course will be paid in advance of registration as a deposit for a clinical agency placement. A survey will be mailed to students in February to solicit clinical placement plans. The lab fee will be paid to the School of Nursing with an affirmative intention to register for clinical. The amount will be credited in full to the individual's student account.

GENERAL INFORMATION

Certification

Graduates of the Master's Program are eligible to apply for certification by the American Nurses' Association in their area of specialization. Graduates of the Women's Health nursing curriculum are eligible to apply to the NAACOG Certification Program.

Accreditation

The Master of Science Degree Program is accredited by the National League for Nursing.

Financial Aid

Applicants and students should refer to the School of Nursing's "Financial Aid-Identifying Sources and Making Application" packet. Please refer to the Financial Aid section of this Catalog for additional information regarding nursing scholarships and other financial aid information.

Housing

The Boston College Off-Campus Housing Office offers assistance to graduate students in procuring living arrangements.

Transportation

Learning activities in a wide variety of hospitals, clinics, and health-related agencies are a vital part of the nursing program. The clinical facilities are located in the greater Metro Boston area. Students are responsible for providing their own transportation to and from the clinical facilities.

COURSE OFFERINGS

Master's Program

NU 301 Culture and Health Care (F: 3)

This course brings the upper-division student into a direct care interface between the American health care delivery system and health care consumers of diverse socio-cultural backgrounds. Topics covered include lecture and discussions in the perception of health and illness among health care providers and consumers; the cultural and institutional factors that affect the consumers' access to and use of health care resources; heritage consistency and its relationship to health/illness beliefs and practices; specific health and illness beliefs and practices of selected populations; and specific issues related to the safe and effective delivery of health care such as poverty and the right to health care.

Rachel Spector

NU 307 Suicide Prevention, Intervention, Treatment Strategies (F, S: 3)

Upper division undergraduate, R.N. and graduate students.

Suicide is increasingly becoming an area of concern because of the widening age group involved, the frequency, and the way in which it is affecting so many lives. This course will examine some of the risk factors leading to suicidal behavior and will address implications. Content areas covered will include dysfunctional families, suicidal adolescents, cults, multiple personality disorders and its connections to suicide, borderline patients, dissociation, suicide survivors, patients who didn't successfully complete suicide, individual boundaries, and gender differences in suicide attempts.

Miriam Gayle Wardle

NU 308 Women and Health (S: 3)

Using a feminist framework, this course will present an exploration of issues that affect the health and health care of women. Some of the areas to be included are the influences of environment, culture, health practices, and decisions around research and resource allocation.

Loretta Higgins

NU 310 Modern Nutrition: Issues and Education (F, S: 3)

This course provides an introduction to the principles of nutrition. Assignments help the student to choose proper foods for health and relate them to the nutrient function. Environmental effects on nutrition and national and world nutrition problems are considered.

Patricia Harrington

NU 312 Gerontological Nursing (F: 3)

This course focuses on health issues of aging persons and is designed for students providing health care to older clients in all clinical settings. Topics include the impact of changing demographics, theories of aging, age-related changes and risk factors that interfere with physiological and psychosocial functioning, and the ethics and economics of health care for the elderly. Emphasis is placed on research-based analysis of responses of aging individuals to health problems, as well as interventions to prevent, maintain and restore health and quality of life.

Ellen Mahoney

NU 314 Wellness Lifestyle (F, S: 3)

The major focus is on factors that contribute to increasing one's enjoyment and quality of life. Health promotion and disease prevention behaviors which encourage self care and alternative treatment models are addressed. Emphasis is on activities students adopt to improve and maintain their own health status. Health care agencies and other resources in the community which contribute to the student's health status are identified and explored.

Rosemary Krawczyk

Nancy McCarthy

NU 420 Pharmacotherapeutic and Advanced Nursing Practice (F: 3)

Prerequisite: Baccalaureate degree in nursing.

This course is intended to provide the student with an understanding of pharmacology and drug therapy as it relates to advanced practice (general and/or in a clinical specialty). The inter-relation-

ships of nursing and drug therapy will be explored through study of pharmacodynamics, dynamics of patient response to medical and nursing therapeutic regimens and patient teaching, as well as the psychosocial, economic, cultural, ethical and legal factors affecting drug therapy, patient responses and nursing practice. The role of the nurse practicing in an expanded role in decision-making related to drug therapy also is included. It is assumed that the student already has a basic knowledge of the major pharmacological classifications.

Laurel Eisenbauer

NU 422 Advanced Concepts for Oncology Nursing (S: 3)

This course is designed to expand students' understanding of the concepts used in advanced oncology nursing practice. Current knowledge and research in cancer biophysiology, cancer therapeutics and human responses to the cancer experience will be included. Legal and ethical issues impacting the care of patients with cancer will be explored. Case studies and student projects will provide opportunities to apply course content to clinical decision making, staff education, quality assurance or research design.

*Phyllis Beveridge
Victoria Mock*

NU 441 Systems of Therapy in Psychiatric Mental Health Nursing Practice (F: 3)

Required for graduate psychiatric mental health nursing students. Open to a limited number of graduate students in nursing in other specialties as well as non-nursing graduate students involved in counseling/therapy. This course explores several major systems of psychotherapy such as Psychodynamic, Humanistic, Behavioral and Cognitive Systems. The systems of therapy will be examined and compared. Areas addressed include definitions of personality, mental health and dysfunction; principles of change; intervention strategies; and demonstration of effectiveness of treatment of target populations and problems. Examples of specific psycho-therapeutic approaches to be examined may include Classical Psychoanalysis, Sullivan's Interpersonal Psychotherapy, Peplau's System of Interpersonal Relations in Nursing, Frankl's Existential Psychotherapy, Rogers' Client Centered Therapy, Systematic Desensitization and Modeling, Ellis' Rational-Emotive Therapy and Beck's Cognitive Behavioral Therapy.

*June A. Horowitz
Anne Norris*

NU 443 Advanced Practice and Theory in Psychiatric Mental Health Nursing I (F: 5)

Prerequisites: NU 441, NU 515 and NU 516 or concurrently; and Physical Assessment
Required for graduate psychiatric mental health nursing students.

This is the first of two major advanced theory and clinical specialty courses in psychiatric mental health nursing. Theories and practice are integrated to address the processes of assessment and diagnosis of functional and dysfunctional patterns of behaviors, the formulation of initial intervention strategies, and the initiation of the Orientation Phase of psychiatric nursing pro-

cess with selected clients. The overall context for the application of advanced theories and assessment occurs with adults and children in high-need, urban, community mental health delivery systems. Seminar and clinical practicum are both used as learning experiences. This course is complemented by the course NU 441.

Carol Hartman

NU 452 Advanced Theory: Human Responses of Women, Children, Adolescents and Their Families (F: 3)

Prerequisites: NU 515 and NU 516 or concurrently

This course concentrates on the role of the nurse in advanced practice, as clinical nurse specialists and/or nurse practitioners in the development, utilization, analysis and synthesis of theoretical knowledge for health management, including nursing diagnosis and clinical judgment of women, infants, children, adolescents and their families to promote an optimum level of functioning. The psychodynamics of childbearing and childrearing are explored. Theories and research from nursing and other disciplines are applied and integrated through classes and course assignments.

*Joellen Hawkins
Pamela Burke*

NU 453 Advanced Practice in Women's Health Nursing I (F: 5)

Prerequisites: NU 452, NU 515 and NU 516 or concurrently; and Physical Assessment

This course concentrates on the role of the nurse in advanced practice as clinical nurse specialists and/or nurse practitioners with women across the lifespan, focusing on alterations in women's health patterns. The psychosocial dynamics of womanhood and of the sexuality-reproductive pattern area are explored. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences and course assignments.

Joellen Hawkins

NU 455 Advanced Practice in Perinatal Nursing I (F: 5)

Prerequisites: NU 452, NU 515 and NU 516 or concurrently; and Physical Assessment

This course concentrates on the role of the nurse in advanced practice as a clinical nurse specialist with women and their neonates. The psychosocial dynamics of parenting and of high-risk pregnancy are explored. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences and course assignments.

Michele Brady

NU 457 Advanced Practice in Pediatric Ambulatory Care Nursing I (F: 5)

Prerequisites: NU 452, NU 515 and NU 516 or concurrently; and Physical Assessment

This course concentrates on the role of the nurse in advanced practice, as a clinical nurse specialist/nurse practitioner, with infants, children, adolescents and their families. The psychosocial dynamics of parenting and childhood are explored. Theories and research from nursing and

other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences and course assignments.

*Susan Kelley
Doris Hanna*

NU 459 Advanced Practice in Acute and Chronic Care of Children I (F: 5)

Prerequisites: NU 452, NU 515 and NU 516 or concurrently; and Physical Assessment

This course concentrates on the role of the nurse in advanced practice with infants, children and adolescents in acute/chronic care pediatric settings. The psychosocial dynamics of parenting, childhood and illness are explored. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences and course assignments.

Pamela Burke

NU 462 Advanced Theory in Adult Health Nursing I (F: 3)

Prerequisites: NU 515 and NU 516 or concurrently

This is the first in a series of four courses in the theory and practice in adult nursing. The course uses The Integrated Metaparadigm incorporating human life processes, functional health patterns and human responses within the broader life process of becoming, with emphasis on health and optimal functional ability. The course will include exploration of theories and models underlying specific life processes and interaction with their environment in adults with varied health state, age, developmental and gender characteristics. Diagnostic, therapeutic and ethical reasoning concepts are incorporated in the analysis and assessment (measurement) of dimensions and parameters of resulting functional health patterns and human responses.

*Laurel Eisenbauer
Carol Mandle*

NU 463 Advanced Practice in Adult Health Nursing I (F: 5)

Prerequisites: NU 462, NU 515 and NU 516 or concurrently; and Physical Assessment

This course concentrates on assessment and diagnosis within the development of advanced adult nursing practice based on theoretical knowledge and research. Clinical learning experiences focus on the increased integration of ethical and diagnostic judgments within the health care of adults to promote their optimal level of being and functioning. Analysis of selected health care delivery systems will emphasize the identification of variables to be changed to enhance optimal levels of health care. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical practice and course assignments.

*Susan Chase
Carol Mandle
Diane Mahoney
Ellen Mahoney
Margaret Murphy*

NU 472 Advanced Theory in Community Health Nursing I (F: 3)

Prerequisites: NU 515 and NU 516 or concurrently

This course is the first of a series in the theory and advanced practice of community health nursing. The course focuses on concepts, theories and research in the development of knowledge and skills for the health assessment phase of the nursing process, including nursing diagnosis and clinical judgment. Emphasis is on health promotion and the attainment of an optimum level of wellness in families and communities. Theories and research from nursing and other disciplines are integrated.

Rachel Spector

NU 473 Advanced Practice in Community Health Nursing I (F: 5)

Prerequisites: NU 472, NU 515 and NU 516 or concurrently; and Physical Assessment

This course focuses on the study, analysis and application of nursing theories and frameworks as they relate to the nursing care of families and communities. Emphasis is placed on the roles of the clinical nurse specialist and family nurse practitioner in the development of skills for the assessment phase, including nursing diagnosis and clinical judgment. Theory and research are integrated through seminars, as well as clinical conferences and experiences. Clinical settings include health departments, health centers, visiting nurse associations, home care agencies and occupational health programs.

The Department

NU 515 Nursing Knowledge Development (F: 2-S: 2)

Open to upper-division R.N. and B.S. nursing students, and non-matriculated nursing students with permission of instructor.

The course focuses on the analysis of theory and conceptual frameworks as the basis for advanced nursing practice and development of nursing knowledge. Opportunity is provided for concept analysis and development within each student's specialty area. Theoretical models are compared and contrasted in relation to nursing's metaparadigm. Emphasis is placed on the relationships among practice, theory and research.

Ellen Mahoney

Victoria Mock

NU 516 Clinical Judgment: Ethical, Diagnostic and Therapeutic (F: 2-S: 2)

Open to upper-division R.N. and B.S. nursing students, and non-matriculated nursing students with permission of instructor.

The course focuses on the three domains of clinical judgment. In the ethical reasoning module, emphasis is on the philosophical basis of nursing practice, ethical principles and reasoning, and the application of theories and frameworks in clinical reasoning. The diagnostic-therapeutic module focuses on nursing diagnosis and diagnostic-therapeutic reasoning. Information processing and decision-making theories are examined for clinical usefulness.

Jean O'Neil

Rita Olivieri

Catherine Murphy

NU 517 Advanced Nursing Practice-Role Implementation and Integration (F: 2-S: 2)

Prerequisite: NU 515, NU 516 or concurrently

The focus of this course is on the mastery of nursing concepts used in the development of the clinical specialist/nurse practitioner role within social institutions which impact on health care delivery. Dimensions of the role will be explored with particular emphasis on leadership, accountability, autonomy, professionalism, collaboration, consultation and research. Emphasis will also be placed on implementing innovative practice models in multiple settings focusing on the concept of case management. The course builds on the cognates, nursing knowledge development, advanced nursing practice-role implementation and integration and health care economics. In addition, strategies will be explored around the utilization of nursing knowledge in practice. Role activities are explored at all levels of intervention: primary, secondary and tertiary.

Dorothy Jones

Judy Shindul-Rothschild

NU 520 Nursing Research Theory (F: 3)

Prerequisite: Undergraduate statistics course

Open to upper-division R.N. and B.S. nursing students, non-nursing graduate students and non-matriculated nursing students with permission of instructor.

Research methods such as experimental/quasi-experimental, exploratory-descriptive and naturalistic inquiry are presented. Research design considerations include types of control, threats to validity, and sampling plan. Clinical problems for research are identified focusing on health, nursing, environment and the person.

Victoria Mock

NU 523 Computer Analysis of Health Care Data (F: 3-S: 3)

Prerequisite: NU 520 or concurrently or permission of instructor.

This course focuses on the choice of appropriate statistics for analyzing nursing and health care data for various populations and settings. Students will analyze health care data using the VAX system and SPSS software packages. An existing data set will provide practical experiences.

Bernadette Hungler

NU 524 Masters Research Practicum (F: 3-S: 3)

Prerequisite: NU 520 or concurrently

This course applies knowledge of the research process through the development of a clinical research proposal, a quality assurance proposal or a research utilization proposal, and the conduction of a research quality assurance or a research utilization project.

Miriam Gayle Wardle

The Departments

NU 525 Integrative Review of Nursing Research (F, S: 3)

Prerequisite: NU 520 or concurrently

The focus of the course is on the use of a systematic and analytic process in the critical analysis and synthesis of empirical nursing research. This is to develop and to test hypotheses derived

from a theoretical model. The research area is to be related to the student's specialty area.

NOTE: Those students who have completed NU 520 for 2 credits will register in one of the following: NU 523, NU 524, NU 525 in a special section for 4 credits. In these special 4 credit sections, students will be given extra work to accumulate the 37 credits needed for graduation.

Laurel Eisenbauer

Miriam Gayle Wardle

The Departments

NU 541 Stress and Trauma: Individual/Family Responses (S: 3)

Required for graduate psychiatric mental health nursing students. Open to a limited number of graduate students in other nursing specialties as well as non-nursing graduate students involved in counseling/therapy. This course examines the existing and evolving theories of stress responses and responses to trauma, particularly Post-Traumatic Stress Disorder. Preventive and therapeutic interventions will be examined in relation to scope and limitations. The nursing, social work, psychiatry, psychology, sociology and the biological sciences literature are utilized.

Carol Hartman

June Horowitz

NU 543 Advanced Practice and Theory in Psychiatric Mental Health Nursing II (S: 5)

Prerequisites: NU 443, NU 517 or concurrently

Required for graduate psychiatric mental health nursing students.

This is the second major advanced theory and clinical specialty course. Differential diagnostic processes are examined in reference to DSM III-R and Nursing Diagnosis systems. Theories and interventions concerning major mental health disorders are evaluated to judge their relevance and efficacy for work with high-need urban populations. Treatment needs of both adults and children are also addressed. Clinical learning experiences focus on the implementation of Working and Termination Phases of the psychiatric nursing process. Students will have experience with a variety of intervention modalities. Seminar and a clinical practicum are both used as learning experiences. This course is complemented by NU 441 and NU 541.

Carol Hartman

NU 552 Advanced Theory II: Diagnosis and Treatment of Human Response Patterns of Women, Infants, Children, Adolescents and Their Families (S: 3)

Prerequisites: NU 517 or concurrently

This course concentrates on the role of the nurse in advanced practice in the development, utilization, analysis and synthesis of theoretical knowledge and research for the health management and evaluation of that management for women, infants, children, adolescents and their families to promote an optimal level of functioning, as well as the indirect role components that constitute advanced practice in maternal child

health. Theories and research from nursing and other disciplines are applied and integrated through classes and course assignments.

Pamela Burke

NU 553 Advanced Practice in Women's Health Nursing II (S: 5)

Prerequisites: NU 453, NU 517 or concurrently

This course builds on maternal child health nursing theory and advanced practice one, and concentrates on the role of the nurse in advanced practice with women across the lifespan, focusing on development and evaluation of management strategies for optimal level of functioning in women seeking well woman obstetrical and gynecological care, as well as the indirect role functions in advanced practice as clinical nurse specialist/nurse practitioner with these women. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences and course assignments.

The Department

NU 555 Advanced Practice in Perinatal Nursing Care II (S: 5)

Prerequisites: NU 455, NU 517 or concurrently

This course builds on the content of maternal child health process one, and concentrates on the role of the nurse in advanced practice in the development and evaluation of acute care nursing management strategies for the optimal level of functioning of woman in need of high risk perinatal care and/or infants in need of high risk neonatal care, as well as the indirect role functions of the perinatal clinical nurse specialist. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences and course assignments.

Michele Brady

NU 557 Advanced Practice in Pediatric Ambulatory Care II (S: 5)

Prerequisites: NU 457, NU 517 or concurrently

This course builds on the content of Maternal Child Health Process I and concentrates on the role of the nurse in advanced practice in the development and evaluation of primary care nursing management strategies for the optimal level of functioning with infants, children, adolescents and their families, as well as the indirect role functions of the clinical nurse specialist/nurse practitioner with these clients. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences and course assignments.

Doris Hanna

NU 559 Advanced Practice in Acute and Chronic Care of Children II (S: 5)

Prerequisites: NU 459, NU 517 or concurrently

This course builds on the content of Maternal Child Health process and concentrates on the role of the nurse in advanced practice in the development and evaluation of acute and chronic care nursing management strategies for the optimum level of functioning with infants, children,

adolescents and their families, as well as the indirect role functions of the clinical nurse specialist with these clients. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences and course assignments.

Pamela Burke

NU 562 Advanced Theory in Adult Health Nursing II (S: 3)

Prerequisites: NU 517 or concurrently

This course concentrates on the development, use, analysis and synthesis of theoretical knowledge and research for intervention with advanced adult health nursing practice. The role components that constitute advanced practice in adult health nursing are developed and evaluated for their potential contributions in improving the quality of adult health care. Professional, socioeconomic, political, legal and ethical forces influencing practice are analyzed and corresponding change strategies proposed. Theories and research from nursing and other disciplines are applied and evaluated through classes and assignments.

*Laurel Eisenbauer
Ellen Mahoney*

NU 563 Advanced Practice in Adult Health Nursing II (S: 5)

Prerequisites: NU 463, NU 463, NU 517 or concurrently

This course concentrates on the implementation, evaluation and development of advanced nursing practice based on theoretical knowledge and research. Clinical learning experiences focus on the increased integration of ethical, diagnostic and therapeutic judgments within the health care of adults to promote their optimal level of being and functioning.

*Rose Mary Harvey
Ellen Mahoney
Margaret Murphy
Diane Mahoney
Carol Mandle
Susan Chase*

NU 572 Advanced Theory in Community Health Nursing II (S: 3)

Prerequisites: NU 517 or concurrently

This course is the second of a series in the theory and advanced practice of community health nursing. Advanced theory two focuses on theories, concepts and research findings in the development and evaluation of nursing interventions and strategies that promote health in families, aggregates and communities. Health legislation and multiple socioeconomic factors are analyzed to determine their influence on planning for family health and community well being. Processes and outcomes of interventions are systematically evaluated.

Rachel Spector

NU 573 Advanced Practice in Community Health Nursing II (S: 5)

Prerequisites: NU 473, NU 517 or concurrently

This course focuses on the roles of the clinical nurse specialist and the family nurse practitioner in the development, implementation and evaluation of nursing interventions with families,

aggregates and the community client. Selection of either the family or the community focus facilitates development of the indirect role of the clinical nurse specialist. Seminars, clinical conferences and clinical experience provide opportunities to integrate theory, concepts and research as well as to further synthesize role components.

The Department

NU 670 Ethical Issues in Nursing Practice (S: 3)

(Open to non-matriculated students and non-majors.)

This course focuses on the ethical dimensions of the nurse-patient relationship and current moral issues in nursing practice. Beginning with a reflection on the students' own values, the course examines the philosophical basis of nursing ethics and its implications for the interpretation and application of ethical principles. The moral responsibility of nurses as patient advocates is considered in such areas as the patient's right to know, behavior control, and problems concerning life and death. In addition, the ethical decision-making process and the moral obligations of nurses are examined in relationship to the ethical barriers that exist in health care institutions, and strategies for dealing with the social context of decision making will be developed.

Catherine Murphy

NU 672 Physiological Life Processes (F: 3)

Prerequisite: Baccalaureate degree in nursing or permission of instructor

Study of physiologic theories applicable to nursing. Focus is on normal and abnormal life processes with application to exemplar cases. The unit on normal cell physiology is followed with specific reference to cellular and/or systemic dysfunction. Topics begin with cellular physiology and move to the nervous system form and function, then to muscle and blood processes, then through processes of cardiovascular, respiratory, gastrointestinal, renal and endocrine regulation.

Susan Chase

NU 699 Independent Study in Nursing (F, S: Credits by arrangement)

Prerequisite: Permission of an instructor and the Chairperson. Recommendation of a second faculty member is advised.

Students with a special interest in nursing may pursue that interest under the direction of the faculty.

A written proposal for an independent study in nursing must be submitted to the Educational Policy Committee together with supporting statements from the faculty member directing the study and a faculty member whose area of concentration qualifies him or her to judge the fitness of the proposed undertaking to graduate study. The student is required to submit written reports to the faculty member directing the study and the Educational Policy Committee at the end of the semester.

The Department

NU 801 Master's Thesis (F, S: 3)

Prerequisite: Six credits of research including NU 520 and one of the following: NU 523, NU 524 or NU 525. Specialty theory and practice I and II as well as NU 517 or concurrently.

The nursing thesis follows the research theory and research option. Students elaborate on learning experiences gained in the research courses by completing an individual clinical research project under the guidance of a faculty member and a reader.

The Department

Doctoral Program**NU 701 Epistemology of Nursing (F: 3)**

Prerequisite: Doctoral standing; PL 593, or concurrently

An examination of the nature of epistemology, of philosophy of science movements affecting nursing as a scholarly discipline, and of the developing epistemology of nursing. Includes perspectives on the nature of truth, understanding, causality, continuity, and change in science, as well as on positivism, empiricism, reductionism, holism, phenomenology and existentialism as they relate to nursing knowledge development. The identification of the phenomena of study and scientific progress in nursing are critiqued.

*Ellen Mahoney
The Department*

NU 702 Strategies of Knowledge Development (S: 3)

Prerequisite: NU 701

An in-depth study of the processes of theory construction and knowledge development. Includes concept and statement analysis, synthesis and derivation from both inductive and deductive perspectives. Propositional statements are defined by order of probability and the processes for deriving and ordering such statements are analyzed. Issues and examples of empirical, deductive, interpretive and statistical strategies for developing knowledge are examined. Experience is provided in concept analysis and knowledge synthesis of selected topics within one of the research foci: clinical and ethical judgments and human life processes and patterns.

*Ellen Mahoney
The Department*

NU 710 Themes of Inquiry I: Clinical Topics (F: 3)

Prerequisite: NU 702

This course analyzes selected middle-range theories related to life processes. Emphasis is placed on the structure of knowledge, research design, and selected current research programs in nursing. Emerging themes of life processes at the individual, family and group levels are considered.

June Horowitz

NU 711 Themes of Inquiry II: Clinical Judgment (S: 3)

Prerequisite: NU 710

This course presents an analysis and synthesis of selected middle-range theories related to the clinical science of nursing. Emphasis is on state-of-the-art research

and theory development in ethics and ethical judgment and diagnosis and diagnostic-therapeutic judgment.

*Catherine Murphy
Laurel Eisenbauer
Carol Hartman
Susan Kelley*

NU 742 Nursing Research Methods: Quantitative & Qualitative Approaches (F: 3)

Prerequisite: Enrollment in Doctoral Program or Permission of Faculty Teacher of Record

This introductory course fulfills a research methods requirement for doctoral students in nursing. The course focuses upon research methods relevant to doctoral students in nursing. Application of quantitative and qualitative methodologies to a variety of research questions is explored.

*Mary E. Duffy
Karen Aroian*

NU 744 Statistics: Computer Application and Analysis of Data (S: 3)

Prerequisites: NU 742

Study of the interrelations between research design and quantitative analysis of data. The focus will be on the use of analytic software on the personal computer to create, manage and analyze data. The specific statistical techniques will include those most frequently reported in the research literature of the health sciences.

*Barbara Hazard Munro
Mary E. Duffy
Bernadette P. Hungler
Anne E. Norris*

NU 746 Measurement: Norm- and Criterion-Referenced Approaches (F: 3)

Prerequisites: NU 742 or permission of Faculty Teacher of Record

This course focuses upon measurement theory and practice as it is used in nursing and health-related research. Measurement theory and major concepts of norm-referenced and criterion-referenced approaches are explored. Emphasis is placed on the critical appraisal of the psychometrics of various types of instruments within the two measurement approaches, including physiological and observational measurement, biobehavioral markers, interviews, questionnaires and scales.

Mary E. Duffy

NU 750 Qualitative Research Methods (F: 3)

Prerequisite: Three-credit graduate course on traditional research methods, or concurrently

This introductory course fulfills a research methods requirement for doctoral students in nursing. Application of qualitative methodologies to research questions relevant to nursing science will be explored. The relationship of data production strategies to underlying assumptions, theories and research goals will be considered.

Karen Aroian

NU 751 Advanced Qualitative Methods (S: 3)

Prerequisite: NU 750 or an equivalent introductory course on Qualitative Research Methods. Permission of instructor required.

This seminar is designed for students in nursing and the social sciences who are taking a qualitative approach to research. The course will provide experience in qualitative data collection and analysis, as well as writing up findings for publication.

Cathy Malek

NU 753 Advanced Quantitative Nursing Research Methods (S: 3)

Prerequisites: NU 742 or permission of Faculty Teacher of Record

This seminar is designed to guide doctoral students in the design and conduct of quantitative research studies in their chosen areas of focus. The seminar builds on the knowledge attained in previous research design and statistics courses. The doctoral student is expected to apply this knowledge in the development of a research proposal that will serve as the basis for the doctoral dissertation. The seminar is not a replacement for the work of the Dissertation Committee; rather it serves to provide a structure within which the student can apply the elements of the research process in a written, systematic and pragmatic way.

Mary E. Duffy

NU 810 Research Practicum I (F: 1)

Prerequisite: NU 701 (or concurrently)

This is the first in the series of four research practica that offers the student the opportunity to further develop and focus their research concentration, to analyze and synthesize the state of knowledge development in the area of concentration and to collaborate with faculty on existing projects and publications.

The Department

NU 811 Research Practicum II (S: 1)

Prerequisite: NU 810; NU 702 (or concurrently)

Second in the series of four research practica that offers the student the continuation of practicum with emphasis on individually developed research experiences that contribute to the design of a preliminary study.

The Department

NU 812 Research Practicum III (F: 1)

Prerequisite: NU 810 and NU 811

Third in the series of four research practica that offers the student individualized research experience in a concentration area. The student begins to implement a small research study. (Qualitative or quantitative methodology.)

The Department

NU 813 Research Practicum IV (S: 1)

Prerequisite: NU 810, NU 811 and NU 812

Fourth in the series of four research practica that offers the student individualized research experience in a concentration area. Continuation of preliminary research study begun in NU 811 and NU 812 with emphasis on data analysis, drawing conclusions and communication of findings/implications.

The Department

NU 820 Expanding Paradigms for Nursing Research (F: 3)

Prerequisite: NU 702; NU 812; NU 710 (or concurrently)

Review and synthesis of research related to selected clinical research topic within the substantive knowledge area that is the focus of study, that is, a given human life process, pattern and response, or diagnostic or ethical judgment.

Dorothy Jones

NU 821 Nursing Research and Health Policy Formulation (S: 3)

Prerequisite: NU 820

Research utilization in health policy formulation is explored as well as the ethical obligations of nurse scientists in the conduct of research. Personal programs of research are projected in keeping with present and future priorities in nursing science

Margaret A. Murphy

NU 901 Dissertation Advisement (F: 3)

Prerequisite: Doctoral Comprehensives

This course develops and carries out dissertation research, together with a plan for a specific contribution to clinical nursing knowledge development.

The Department

NU 902 Dissertation Advisement (S: 3)

Prerequisite: NU 901, or consent of instructor

This course develops and carries out dissertation research, together with a plan for a specific contribution to clinical nursing knowledge development.

The Department

NU 998 Doctoral Comprehensives (F, S: 0)

All doctoral students who have completed their coursework and are preparing for comprehensive exams must register for this course.

The Department

NU 999 Doctoral Continuation (F, S: 0)

All students who have been admitted to candidacy for the Ph.D. degree and have not completed their dissertation after taking six credits of Dissertation Advisement are required to register for doctoral continuation.

The Department

PHILOSOPHY

FACULTY

James Bernauer, S.J. *Professor*; A.B., Fordham University; A.M., St. Louis University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D., State University of New York

Oliva Blanchette, *Professor*; A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Universit Laval; Ph.L., Collge St. Albert de Louvain

Richard Cobb-Stevens, *Professor*; *Chairperson of the Department*; A.B., A.M., Boston College; Ph.D., University of Paris

Hans-Georg Gadamer, *Visiting Professor*; Heidelberg University

Richard Kearney, *Visiting Professor*; B.A., University of Dublin; M.A., McGill University; Ph.D., University of Paris

Peter J. Kreeft, *Professor*; A.B., Calvin College; A.M., Ph.D., Fordham University

Richard T. Murphy, *Professor*; A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Fordham University

Joseph L. Navickas, *Professor*; Ph.B., Ph.L., Louvain University; Ph.D., Fordham University

Thomas J. Owens, *Professor*; A.B., A.M., Boston College; Ph.D., Fordham University

David M. Rasmussen, *Professor*; A.B., University of Minnesota; B.D., A.M., Ph.D., University of Chicago

William J. Richardson, S. J., *Professor*; Ph.L., Woodstock College; Th.L., Ph.D., Maître-Agrégé, University of Louvain

Jacques M. Taminiaux, *Professor*; Doctor Juris, Ph.D., Maître-Agrégé, University of Louvain

Norman J. Wells, *Professor*; A.B., Boston College; L.M.S., Pontifical Institute of Medieval Studies; A.M., Ph.D., University of Toronto

Patrick Byrne, *Associate Professor*; B.S., A.M., Boston College; Ph.D., New York State University

John J. Cleary, *Associate Professor*; A.M., University College, Dublin; Ph.D., Boston University

Joseph F.X. Flanagan, S.J., *Associate Professor*; A.B., A.M., Boston College; S.T.L., Weston College; D.D.S., Washington University; Ph.D., Fordham University

Gary Gurtler, S.J., *Associate Professor*; B.A., St. John Fisher College; M.A., Ph.D., Fordham University; M.Div., Weston School of Theology

Arthur R. Madigan, S.J., *Associate Professor*; A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div., S.T.B., Regis College, Toronto

Stuart B. Martin, *Associate Professor*; A.B., Sacred Heart College; L.M.H., Pontifical Institute of Medieval Studies; A.M., Ph.D., Fordham University

Francis Soo, *Associate Professor*; A.B., Berchmans College; A.M., University of Philippines; B.S.T., Fu-Jen University; A.M., Harvard University; Ph.D., Boston College

Eileen C. Sweeney, *Associate Professor*; B.A., University of Dallas; M.A., Ph.D., University of Texas at Austin

Ronald K. Tacelli, S.J., *Associate Professor*; A.B., Boston College; M.Div., Weston College; Ph.D., University of Toronto

Ronald Anderson, S.J., *Assistant Professor*; B.Sc., University of Canterbury; Ph.D., University of Melbourne; M.Div., Weston School of Theology; Ph.D., Boston University

Thomas S. Hibbs, *Assistant Professor*; B.A., M.A., University of Dallas; M.A., Ph.D., University of Notre Dame

Gerald C. O'Brien, S.J., *Assistant Professor*; A.B., A.M., Boston College; Ph.D., Fordham University

Vanessa P. Rumble, *Assistant Professor*; B.A., Mercer University; Ph.D., Emory University

Richard A. Spinello, *Adjunct Assistant Professor*; A.B., M.B.A., Boston College; M.A., Ph.D., Fordham University

**PROGRAM DESCRIPTION**

Philosophical study at Boston College provides the opportunity for open-minded inquiry and reflection on the most basic questions that concern man and the ultimate dimensions of his world. In this quest for new and fuller meanings, the Philosophy Department offers a balanced program of courses allowing for concentration in the following specialized areas: American philosophy, contemporary continental philosophy, medieval philosophy, philosophy of religion, social and political philosophy, and the philosophy of science.

In addition to these areas of specialization, there is considerable provision made for interdisciplinary programs in cooperation with other graduate departments in the University. The range of courses available, both within the Department and elsewhere, allows the student considerable flexibility in planning a highly individualized and personal program of study geared to his or her own major interests. Small seminar-type classes are the rule, and students are encour-

aged to initiate and complete independent and original research projects.

The Department is extremely selective in its admission to the doctoral program. Less than ten students are admitted each year and all must be full-time degree candidates. All applicants for admission, except foreign students, must take the Graduate Record Examination and have the scores sent to the Department. There is also a special program leading to a terminal M.A. which is open to both full and part-time students.

One year of full-time residence is required of all doctoral candidates; these students will be expected to take a preliminary examination at the end of the first year of study, and all their comprehensive examinations must be completed by the end of the third year. Doctoral students must also pass proficiency examinations in two modern languages prior to the second year of graduate study. French and German are the usual languages required of doctoral candidates but, with Department approval, other languages may be substituted if they are more appropriate to the candidate's field of specialization. A final comprehensive examination will be required of all Master's students and proficiency in one modern language is also required.

Financial Aid

The University welcomes applications for the following programs of aid: Teaching Fellowships (\$8,000–13,000); Research Assistantships (\$6,800).

All fellows and assistants are exempt from payment of tuition. Various programs of financial aid are available during the summer. Ordinarily, all students admitted to the doctoral program will qualify for some form of financial assistance. Normally no financial assistance is available for students seeking a terminal M.A.

Institute of Medieval Philosophy and Theology

The Department of Philosophy is linked to the Institute of Medieval Philosophy and Theology. The institute is a center that unites the teaching and research efforts of faculty members in the Philosophy and Theology Departments who specialize in medieval philosophy and theology. Doctoral degrees are awarded in the Philosophy (or Theology) Department, and students study within one of these departments. The focus of the institute is the relationship between medieval philosophy and theology and modern continental philosophy and theology. The concentration of the Philosophy and Theology Departments at Boston College is in modern continental thought, so the context for carrying on a dialogue between medieval and modern philosophy and theology is well established.

To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the institute offers gradu-

ate student fellowships and assistantships, sponsors a speakers program, runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research, and runs a research center to assist in the publication of monographs and articles in the diverse areas of medieval philosophy and theology, to encourage the translation of medieval sources and the editing of philosophical and theological texts.

The Lonergan Center

Studies related to the work of Jesuit theologian and philosopher Bernard Lonergan (1904–1984) have a focus in the Lonergan Center at Boston College. Inaugurated in 1986, the Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works, and it also serves as a seminar and meeting room. The Center is on the fourth level of Bapst Library and is open during regular hours as posted. The director is Professor Charles Hefling.

Course Offerings

If a desired course is not offered, please consult with the appropriate professor; it may be possible to arrange a Readings and Research course on the desired topic.

PL 303 Philosophical Questions in Religion

This course is for students who want to form their individual opinions rationally on such controversial religious topics as the psychology of belief, the problem of evil, arguments for God's existence, our knowledge of God, predestination and free will, time and eternity, life after death, miracles, the reliability of the Bible, mysticism, Eastern vs. Western religions. A problem-oriented textbook is supplemented by readings in C. S. Lewis and Thomas Aquinas. *Not offered 1993–94*

Peter J. Kreeft

PL 308 Political Thought of the Greeks

An examination of Greek political philosophy, with special emphasis on Plato's *Republic* and Aristotle's *Politics*; an attempt to apply the resources of Greek thought to some of the perennial issues of political philosophy. *Not offered 1993–94*

Arthur R. Madigan, S.J.

PL 309 Marriage and the Family (S: 3)

The course is designed, from a philosophical perspective, to explore the full significance of the most fundamental and intimate human relationship, Marriage/Family, on both institutional and personal levels.

Francis Y. Soo

PL 310 Genealogy and the History of Ethics

The course will begin by reading selections from Nietzsche's *Genealogy of Morals* and *Beyond Good and Evil*. The remainder of the course will be spent testing Nietzsche's account of the history of ethics against representative texts and testing the texts against Nietzsche's problematic. We will focus on texts (to be read in reverse chronological order) of Kant, Aquinas, and Aristotle. Short readings from other authors, for example, Hume and Luther, will be assigned to fill in gaps in the history. The course will end where it be-

gan, with Nietzsche, by reading *The Advantage and Disadvantage of History for Life*.

Not offered 1993–94

Thomas S. Hibbs

PL 314 The Mind and Its Body

Am I my body and nothing more? Is there such a thing as a *soul*? If there is, can I know anything about it? What is the relationship between "mind" and "body"? Is the unity between them what accounts for their existence? Are they separable? Could the soul possibly survive the dissolution of the body? Can I know any of this? These are some of the questions we will raise—and try to answer. *Not offered 1993–94*

Ronald K. Tacelli, S.J.

PL 335 Platonic Dialogues

This course is an inquiry into the developing thought of Plato, stressing particularly Plato's probing into the questions of the nature of man, the relation of the individual to society, the nature of human knowing, the foundation of judgments of value, and the meaning of a virtuous life.

This course is intended for students who are beginning Plato or at least have not studied him in depth. No knowledge of Greek is required. *Not offered 1993–94*

Gerard C. O'Brien, S.J.

PL 338 The Heidegger Project I (F: 3)

This is a course designed to allow undergraduates an opportunity to work closely with the major texts of Martin Heidegger, one of the leading twentieth-century philosophers. Students will be expected to participate in assessing Heidegger's relevance to contemporary issues and in developing their own philosophical views vis-a-vis Heidegger's. Some knowledge of traditional philosophy (e.g. Aristotle, Descartes, etc.) would be helpful, but is not an absolute prerequisite.

Thomas J. Owens

PL 339 The Heidegger Project II (S: 3)

A continuation of PL 338, open only to students participating in the course.

Thomas J. Owens

PL 344 The Aristotelian Ethics (S:3)

Reading of Aristotle's *Nicomachean Ethics*, and examination of its principle themes: happiness, virtue, responsibility, justice, moral weakness, friendship, pleasure, contemplation.

Arthur R. Madigan, S.J.

PL 358 The Confessions of St. Augustine (F: 3)

The reflective study of the Christian Neoplatonism of Augustine's *Confessions* with a stress on understanding Augustine in the light of his background of conservative African Christianity, Manicheism, classical literary education and Neoplatonic philosophy. The chief emphasis will be on the text of the *Confessions* in translation, but there will also be some reading of other texts of Augustine's early works.

Gerard C. O'Brien, S.J.

PL 379 Socrates and Jesus

Purpose: to make the acquaintance of and to compare the two most influential people who ever lived—the inventor of reason and

the object of faith; philosophy and religion compared at their source. Intensive reading and discussion of *Great Dialogues of Plato* and John's Gospel. Not offered 1993-94

Peter J. Kreeft

PL 381-382 After Metaphysics I

Starting from Heidegger and other deconstructionists of the metaphysical tradition, this course will attempt to reopen the question of being as an issue of rational discourse and propose a method for dealing with the question scientifically in terms of the transcendental properties of Being, the One, the True, and the Good.

Not offered 1993-94

Olivia Blanchette

PL 402 Kant's Moral Philosophy

How we make moral decisions warrants close examination. Often we experience a conflict between what *seems* the best and what *seems* the right thing to do. Kant offers a theory to substantiate our choice for what is *right*—our duty. This view has been challenged. The course seeks to present and evaluate Kant's theory of duty. Not offered 1993-94

Richard T. Murphy

PL 404 Philosophical Autobiography

We will examine the philosophical anthropologies of Augustine, Rousseau, Nietzsche, and Sartre and discuss the manner in which their understandings of human nature find expression in their autobiographies.

Not offered 1993-94

Vanessa P. Rumble

PL 405 Self-Deception and Morality

This course will deal with the main moral and anthropological perspectives on self-deception that have emerged in western philosophy, particularly in the nineteenth and twentieth centuries. Two related questions will be posed to each of the thinkers studied: 1) How must the human self be constituted in order for self-deception to be possible? 2) Is the self-deceiver morally responsible?

Not offered 1993-94

Vanessa P. Rumble

PL 415 Great Trials in Western Civilization

Since the time of Socrates, many of the central issues of human existence have been raised and treated in judicial trials. This course will examine the development of our moral-political judgment by a study of significant trials which have taken place in western civilization. Not offered in 1993-94

James W. Bernauer, S.J.

PL 416 Hannah Arendt: Human Condition and the Life of the Mind

Though still controversial, Hannah Arendt is now recognized as one of the major thinkers of this century in areas such as political philosophy and deconstruction of metaphysics. The purpose of this course is to offer an introduction to the main topics in her inquiry into first, the structures of active life (labor, work, action, the private and public), and second, her criticism of several constantly recurring prejudices in the works of those who are entirely dedicated to the activity of thinking; that is, the professional philosophers.

Not offered 1993-94

Jacques M. Tamimianx

PL 419 Philosophy on Friendship (F:3)

Friendship presents several challenges to philosophical reflection. We tend to define human nature with reference to the individual, but none of us wants to be without friends. We tend to define ethics in terms of the rights or duties of the individual in relation to others, but it is not clear how such language applies to friends. What makes friendship unique, and have philosophers been able to speak about it adequately?

Gary M. Gortler, S.J.

PL 420 Legacy of Plato and Aristotle in Christian Fine Arts into the Renaissance (S: 3)

A study of the theological and philosophical background of Christian painting, sculpture, and architecture.

Jacques M. Tamimianx

PL 421 Nietzsche

Through a chronological analysis of the basic texts of Nietzsche, this course aims at discussing the meaning of his attempt to overcome platonism. Not offered 1993-94

Jacques M. Tamimianx

PL 428 Introduction to Phenomenology (F: 3)

A historical and textual survey of the development of the Phenomenological movement from Husserl to Heidegger.

Jacques M. Tamimianx

PL 434 (UN 502) Capstone: Ethics in the Professions (F: 3-S: 3)

This course will focus on controversial moral dilemmas which arise in the professions of law, business, medicine, education, and journalism. In addition to considering some key ethical theories (e.g., pluralism and utilitarianism) which can be used as a framework for addressing these problems, it will also dwell on relevant moral notions such as virtue and collective responsibility. The course will deal extensively with issues such as privacy and confidentiality, deception, whistle-blowing, preferential hiring, and so forth.

Richard A. Spinello

PL 435 Theory of the Novel

This course will consider the relationship between the production of literature and philosophy. Although writers do not intend to be philosophers, they do isolate and present a specific vision of reality. This course will concentrate on the philosophic vision presented in specific literary texts such as the following: *One Hundred Years of Solitude*, *Crime and Punishment*, *The Sun Also Rises*, *Death in Venice*, *Light in August*, and *Madame Bovary*. Not offered 1993-94

David M. Rasmussen

PL 442 Romanticism and Idealism (F: 3)

Kant's transcendental idealism has been charged with divorcing the subject of understanding from the subject of moral experience. We shall examine the basis of this claim, as well as the attempts by Romantic writers and German Idealists to provide a fresh account of the integrity of human experience.

Vanessa P. Rumble

PL 449 Corporations and Morality (F, S: 3)

This course will begin with a reflection on the main ethical theories which can be used as frameworks for making moral judgments. To test the efficacy of such theories, we will examine several cases dealing with moral dilemmas which can arise in the workplace. At this point, our focus shifts to the corporation as a special entity in society which has the same autonomy and moral agency as the human person. After delineating a tenable theory of corporate responsibility, we will examine how the corporation functions as both a *moral agent* in the larger society and as a moral environment to be managed with a view to the freedom and well-being of its members.

Richard A. Spinello

PL 452 Perspectives on Addiction

This course attempts to apply the ordering and integrating function of philosophy to the multifaceted problem of addiction. The chief focus is on alcoholic addiction, but includes addiction to other drugs as well.

Not offered 1993-94

Gerard C. O'Brien, S.J.

PL 455 Kierkegaard and Nietzsche (F: 3)

Kierkegaard and Nietzsche are the two most important giants of thought in the nineteenth century and the two leading influences on contemporary thought. This course will study their lives and the predominant themes of their thought along the lines of Christian belief and Atheistic Humanism. The class will include lectures, student reports, and analyses of some of their important writing.

Stuart B. Martin

PL 456 The Holocaust: A Moral History (F: 3)

The tragic event which ruptured modern western morality will be examined from a variety of perspectives (literary, philosophical, theological, and political). We shall study the testimony of both its victims and its perpetrators. Special attention will be given to consideration of the intellectual and moral factors which motivated resistance or excused indifference. We shall conclude with interpretations of its meaning for contemporary morality and of its theological significance for Christians and Jews.

James W. Bernauer, S.J.

PL 458 Contemporary Movements in Continental Thought (S: 3)

This course analyses the major trends in 20th century European philosophy from phenomenology and existentialism to structuralism and deconstruction. It explores the different ways in which these movements respond to the contemporary crisis in the arts and sciences by rethinking traditional concepts of meaning, truth, identity and value.

Richard M. Kearney

PL 465 Sexuality: New Histories, Old Ethics?

The last twenty years have witnessed an explosion of historical investigations of sexuality in western culture. This course will examine several of these studies in the interest of appreciating the historical development of anxiety toward and acceptance of sexual activity. We will attempt to explore the implications of these historical visions for an ethical approach to sexual conduct.

Not offered 1993-94

James W. Bernauer, S.J.

PL 467 Jean-Paul Sartre

An analysis of Sartre's early writings on imagination and consciousness. Emphasis will be placed upon his penetrating studies of freedom, bad faith and the sadomasochistic dimensions of interpersonal relations. Both literary and philosophical texts will be discussed. *Not offered 1993-94*

Richard Cobb-Stevens

PL 474 A Philosophy of Laughter, Humor and Satire (S: 3)

This course involves studying a considerable sampling of the great works of satire and comedy from all ages, from the ancient Greeks to the contemporary period. The focus is on what light philosophy throws on the nature of humor and satire and what satire and laughter tell us about ourselves as wondering, rational, risible animals. The views of Kant, Bergson, Chesterton and others will be discussed in some detail, but there will also be an attempt to appreciate each work of art in its individuality and the personal perspective each one brings to his/her appreciation.

Gerard C. O'Brien, S.J.

PL 475 Philosophy of Language

This course will focus on the major strands in 20th century philosophy of language, beginning with Bertrand Russell and ending with Jacques Derrida. Along the way we will study the views of I.A. Richards, Ludwig Wittgenstein, Kenneth Burke, J.L. Austin, and Paul Ricoeur. *Not offered 1993-94*

Eileen C. Sweeney

PL 476 Hume

At this time, there has arisen from diverse philosophical traditions a renewed interest in Hume. This course will undertake to investigate Hume's contributions both in the epistemological and in the moral sphere. Thereby, Hume's study of the human person will emerge—a study now challenging contemporary thinkers. *Not offered 1993-94*

Richard T. Murphy

PL 479 Contemporary German Philosophy (S: 3)

In this course, consideration will be given to current developments within German philosophy. Husserl, Heidegger, Gadamer, and Habermas will be among the philosophers considered. Special attention will be given to current movements within German philosophy, including phenomenology, hermeneutics and critical theory.

David M. Rasmussen

PL 482 Political Philosophy: Hobbes to Hegel

Through an analysis of the basic political concepts of major thinkers like Hobbes, Spinoza, Locke, Rousseau, Kant and Hegel, this lecture course aims at an introduction—both historical and philosophical—to current issues like technocracy, consumerism, the private and the public, political judgment, freedom of expression, etc.

Not offered 1993-94

Jacques M. Taminiaux

PL 489 Rousseau and Freud (S: 3)

This course will focus on a reading of the major works of these two thinkers on the themes which they share—radically new accounts of the state of nature, the development of language and theory of meaning, human relationships and the relations

between the sexes, the critique of religion, and proposals for improvement of modern life. Their work on these topics will be considered as part of their larger projects to construct radically different narratives from that of Christianity for the understanding of human life, and in terms of their huge influence on modern and post-modern thought.

Eileen C. Sweeney

PL 496 Death and Its Discontents (S: 3)

This course will study experiences of death. We will read and reflect along three axes: the changing attitudes toward death which have marked history; the various efforts which have been made to exploit the fear and/or love of death; finally, the relationships we take up toward ourselves as figures who are condemned to a definitive death or who are open to a personal immortality.

James W. Bernauer, S.J.

PL 497 Parmenides (S: 3)

An investigation of the background, life and philosophy of the greatest of the Greek philosophers before Socrates. Parmenides was thoroughly a man of his time; yet, against the tide of Greek physical speculation, he launched the science of metaphysics; in a polytheistic society, he was a monotheist; in a male-oriented society, he envisioned reality under the guise of a woman. Some elementary Greek grammar will be taught in conjunction with this course so that we can together share the authentic vision of Parmenides.

Stuart B. Martin

PL 502 Introduction to Analytic Philosophy (F: 3)

Most of the major movements and figures in 20th Century Anglo-American philosophy fall under the broad and rather vague heading of analytic philosophy. This course intends to provide an introduction to the various forms and varieties of analytic (and linguistic) philosophies by examining the main tenets and activities of some of the major philosophers who have been influential within the analytic tradition in philosophy.

Richard T. Murphy

PL 503 Ethics in Geometry (S: 3)

Two works of Husserl provide the problematic for this course: an essay entitled, "Origins of Geometry," and the opening chapters of *Crisis of European Sciences*. Having considered Husserl's view of the history of science and of the nature of mathematical knowledge, we will compare ancient and early modern accounts of the nature of geometry, its function as a paradigm of rational inquiry, and its place in what Husserl calls the "life-world." We will attempt to clarify the way different accounts of geometry are allied to different views of human nature and of the human good. Although we will work through some proofs, no prior mathematical knowledge is necessary.

Thomas S. Hibbs

PL 529 Philosophy of Action

A study of the concrete approach to transcendence through human action as found in Maurice

Blondel's science of practice and its relation to practical science.

Not offered 1993-94

Oliva Blanchette

PL 532 Issues in Science and Religion

While science and religion have often been seen as separate enterprises in conflict with each other, this course will seek to develop the ways in which they may interrelate and engage with each other.

Not offered 1993-94

Ronald Anderson, S.J.

PL 535 Scientific Revolutions I

This course will study the development of the Copernican revolution against the background of the ancient and medieval views of the universe. We will read selections from the original works of Ptolemy, Copernicus, and Kepler; along with two major works by Galileo, who was chiefly responsible for the consolidation of the new world view.

Not offered 1993-94.

John J. Cleary

PL 536 Scientific Revolutions II

This course will continue and complete our study of the Copernican Revolution which was begun in Scientific Revolutions I. We will read closely some of the key scientific works of both Descartes and Newton—the two central figures for the completion of the scientific revolution heralded by Copernicus. Finally, we will consider its most important philosophical implications as spelled out in the works of Kant, who self-consciously introduced a "Copernican Revolution" in philosophy.

Not offered 1993-94

John J. Cleary

PL 538 Law, Business and Society (F: 3)

This course makes use of an interdisciplinary approach to studying society and social issues related to Law, Business, and Society, i.e., the political, economic and social spheres of human life.

Francis Y. Soo

PL 540 Philosophy of Liberation (S: 3)

A discussion of the philosophy of liberation starting from the consciousness of oppression seen as a radically new starting point for education. The issue will be examined first in two of its extreme forms in Latin America (Freire) and in Africa (Fanon), but then will turn to an examination of the situation closer to home in black consciousness (Malcolm X) and in other instances of new demands for liberation chosen according to the experiences of the students participating in the course.

Oliva Blanchette

PL 544 St. Thomas Aquinas (F: 3)

Prerequisites: a knowledge of Aristotelian logic and Aristotelian philosophical terminology, e.g., Kreyche's *Logic for Undergraduates* and Adler's *Aristotle for Everybody*.

This course is a survey of the distinctive teachings of Aquinas' metaphysics, cosmology, anthropology, epistemology, ethics, politics, and philosophical theology.

Peter J. Kreeft

PL 554 Philosophy of Poetry and Music (S: 3)

This course will deal with the history of poetry, painting, sculpture, architecture, music and dance. A major perspective will be the interrelation of these art forms to their respective cultural periods. Students will be encouraged to work out their own projects or to select studies on Eastern or Western Art.

Joseph F. Flanagan, S.J.

PL 557 Modernism and Philosophy

This course deals with the origins and development of the "Modernist" movement during the past century. We shall consider examples of the fiction, poetry, painting, music, and architecture of the period. Special attention will be paid to the ethical and other philosophical implications of the modernist movement.

Not offered 1993-94

Richard Cobb-Stevens

PL 560 Social & Political Crisis in Ancient Greece (F: 3)

This is an undergraduate course which is intended for non-freshman students who want to get some historical perspective on the perennial issues in social and political philosophy. While keeping modern parallels in mind, we will study the causes of moral and political corruption in ancient Athens, which led to its eventual defeat in the Peloponnesian War. We will read the historical account of that war given by Thucydides, in order to understand both its causes and the effects which it had on the moral climate of 5th century Greece.

John J. Cleary

PL 563 The Great Philosophers I

This course is not a survey of the history of philosophy but an interpretation of the history of philosophy. That is, it does not survey the whole course of ancient and medieval philosophy, but rather traces a theme through ancient and medieval philosophy. The theme to be studied will vary from year to year.

Not offered 1993-94

Arthur R. Madigan, S.J.

PL 564 The Great Philosophers II

This course is a continuation of the Great Philosophers I. The purpose of the present course is to exhibit philosophy as the thought of remarkable individuals, not as an integral part of cultural, social, and political life. This purpose demands more account of individual thought than is usually given by historians.

Not offered 1993-94

Ronald K. Tacelli, S.J.

PL 567 Derrido: Phenomenology to Deconstruction (S: 3)

An examination of key themes from Jacques Derrida's major works: his critique of traditional notions of objectivity and truth, his strategies for unmasking presuppositions, his "playful" style of textual interpretation. Particular attention will be paid to the impact of Derrida's thought on contemporary literary theory.

Richard Cobb-Stevens

PL 577 Introduction to Symbolic Logic (F: 3)

An introduction to modern formal logic designed to familiarize students with both the methods for expressing ordinary language arguments in sym-

bolic form and with the various techniques used to analyze and evaluate the validity of arguments expressed in symbolic form. The course will cover propositional and predicate logic, some of the subtleties involved in the way we use ordinary language in reasoning, and some of the horizons of 20th-century logic such as the interesting paradoxes of self-reference, "formal systems," and the limits of logic in human thought.

Ronald Anderson, S.J.

PL 584 C.S. Lewis

Lewis wrote poetry, literary criticism, science fiction, fantasy, philosophy, theology, religion, literary history, epics, children's stories, historical novels, short stories, psychology and politics. He was a rationalist and a romanticist, a classicist and an existentialist, a conservative and a radical, a pagan and a Christian. No writer of our century had more strings to his bow, and no one excels him at once in clarity, in moral force, and in imagination: the true, the good, and the beautiful.

Not offered 1993-94

Peter J. Kreeft

PL 593 Philosophy of Science (S: 3)

An introduction to the various themes concerned with the interplay between philosophy and science. The nature of scientific explanations and the cognitive status of scientific theories will be considered. The roles of induction and deduction in scientific discovery will be examined as well as a number of metaphysical questions raised by the natural sciences such as the ontological status of the various entities which make up scientific theories.

Ronald Anderson, S.J.

PL 595 Kant's Critique

An analysis of the major theme of Kant's philosophy as expressed in his first critique, including a study of its antecedents and consequences in the history of philosophy.

Not offered 1993-94

Ronald K. Tacelli, S.J.

PL 602 Philosophy of World Religions (S: 3)

A sympathetic, objective but "existential" comparative exploration of eight of the world's "higher religions," beginning with readings from each religion's own scriptures (data) and concluding with interpretation and discussion of ecumenical dialog, especially between East and West.

Peter J. Kreeft

PL 605 Existentialism & 20th Century Drama (F: 3)

The themes of alienation, anxiety, authenticity, and community will be studied through philosophical texts of Heidegger, Sartre, Marcel and Ricoeur. These will be complemented by the dramatic treatments of Beckett, Pinter, Gray, Stoppard and Ayckbourn.

Denis P. Moran, S.J.

PL 607 Seminar: Socratic Dialectic Method: Socratic Dialectic and Aristotelian Ordinary-Language Logic.

Classes: informalization of medieval scholastic disputation. Issues: faith and reason; existence, nature and knowability of God; problem of evil; predestination and free will; soul and immortality; heaven and hell; miracles and resurrection;

identity of Jesus; Bible as myth vs. Bible as history; relation between religion and morality; religious experience; comparative religions Eastern and Western. Genre: philosophical apologetics.

Not Offered 1993-94

Peter J. Kreeft

PL 608 Humanism and Anti-Humanism

This course will examine contemporary notions of humanism (e.g., Sartre, Heidegger) and the critique that has been made of humanism by such thinkers as Althusser, Foucault, Derrida and Lacan.

Not offered 1993-94

William J. Richardson, S.J.

PL 614 Husserl and Hume

Descartes and Hume exerted the greatest influence on Husserl's development of phenomenology. This course, after beginning with a brief exposition of Husserl's version of the phenomenological method, will examine Hume's positive impact on Husserl's thought, especially in its later stages.

Not offered 1993-94

Richard T. Murphy

PL 615 British Empiricism (S: 3)

This course introduces British empiricism through the epistemological theories of Locke, Berkeley, and Hume. Within this historical context, the representationalist theory of perception developed by Locke and criticized by Berkeley and Hume will be presented. The contemporary discussions concerning the correct interpretation of these thinkers will be examined.

Richard T. Murphy

PL 618 The Process of Becoming

Scientific developments such as the theories of evolution, relativity, and quantum mechanics have forever changed the ways we view reality. This course traces the attempts of twentieth-century philosophers and theologians such as Bergson, Whitehead, Teilhard, and Hartshorne to forge new conceptions of reality adequate to these intellectual breakthroughs.

Not offered 1993-94

Patrick H. Byrne

PL 620 The Eclipse of the Good: New Orientations in Contemporary Ethics

This course is directed to upper-division undergraduate as well as graduate students. It will examine major theories in contemporary ethics from the perspective that these theories have been provoked by novel experiences of evil.

Not offered 1993-94

James W. Bernauer, S.J.

PL 624 Pascal and Aquinas: Reason & Religious Belief (F: 3)

The supposition of the course is that the answer to the question, "Is religious belief reasonable?" rests largely on one's view of reason. We will begin by reading selections from the writings of Descartes and Locke on the nature of reason and on religious belief. We will then turn to Pascal's critique of the incipient rationalism of early modern philosophy, a critique that is integral to his own apology for the Christian faith. Having studied Pascal's position, we will turn to an alternative account of reason and faith found in Aquinas.

Thomas S. Hibbs

PL 625 (TH 478) The Problem of Self-Knowledge (F: 3)

"The unexamined life is not worth living." Socrates' proclamation forms the basic assumption of this course. However, important developments in Western culture have made the approach to self-knowledge both more difficult and more essential. Students will be invited to discover in themselves dimensions of their subjectivity which lead to resolution of fundamental issues. The work of Bernard Lonergan will serve as a guide.

Joseph F. Flanagan, S.J.

PL 626 Hannah Arendt: Learning to Love the World

An examination of Arendt's philosophical achievement: her treatment of the active life of labor, work, action, and the mind's life of thinking, willing, judging. The specific theme for the course will be this contemporary thinker's effort to renew a love for the world and an appreciation of the worldly traits of those who call it home. *Not offered 1993-94*

James W. Bernauer, S.J.

PL 629 Introduction to Hermeneutics

An examination of the contemporary problem of hermeneutics in light of its historical antecedents for entry-level M.A. students and advanced undergraduates. *Not offered 1993-94*

William J. Richardson

PL 632 The Later Heidegger (F: 3)

Prerequisite: at least two philosophy courses beyond core.

An introductory reading of representative texts of the later period for beginning M.A. students and advanced undergraduate majors.

Required: a serious knowledge of *Being and Time*, such as gained from "The Heidegger Project" or its equivalent.

William J. Richardson, S.J.

PL 633 Metaphysics: Selected Texts

A diligent examination of selected classical metaphysical texts, chosen for intrinsic importance and for historical influence. Texts to be studied will vary from year to year. Proficiency in Greek will be an asset. *Not offered 1993-94*

Arthur R. Madigan, S.J.

PL 634 The Philosophy of Jurgen Habermas

A seminar on the more recent (1981 and later) writings of Jurgen Habermas. We will consider the following topics: the theory of communicative action; the theory of modernity; theories of law and politics; aesthetics.

Not offered 1993-94 David M. Rasmussen

PL 637 Hegel's Philosophy of Law

This seminar will consider Hegel's philosophy of law from both historical and contemporary perspectives. The seminar will concentrate on a reading of *The Philosophy of Right*. Special emphasis will be given to Hegel's contribution to the current discussion of the relationship between law and philosophy.

Not offered 1993-94 David M. Rasmussen

PL 638 Plato: Selected Dialogues

A study of (at most) a half-dozen Platonic dialogues, chosen to suit the philosophical interests

of instructor and students. For students with some background in Plato.

Not offered 1993-94

Arthur R. Madigan, S.J.

PL 640 Evolution of Greek Metaphysics (F: 3)

A consideration of the development of metaphysics from the speculations of the Presocratics to the systems of the Neoplatonists. Texts to be studied will vary from year to year, but the greater part of the course will be devoted to metaphysical texts from Plato's dialogues and to Aristotle's *Metaphysics*.

Arthur R. Madigan, S.J.

PL 641 Ethics and Psychoanalysis

An examination of the ethical problem as posed by psychoanalysis.

Not offered 1993-94

William J. Richardson, S.J.

PL 643 Great Contemporaries

A study of one or more authors who have made or are making a significant contribution to philosophy in the twentieth century. Authors to be studied will vary from year to year.

Not offered 1993-94 Arthur R. Madigan, S.J.

PL 680 The Phenomenology of Edmund Husserl

A study of the major themes of Husserl's early works: intentionality, time-consciousness, the interplay of experience and language, seeing as interpretation. Emphasis will be placed upon the ontological implications of phenomenology.

Not offered 1993-94

The Department

PL 691 Kant's Critique of Judgment

This seminar will focus on a reading of Kant's famous "Third Critique." We will also consider contemporary readings of *The Critique of Judgment*. We will also be interested in both the impact of this work on contemporary "aesthetic theory" and its contribution to recent debates on ethics, politics and contemporary democratic theory.

Not offered 1993-94

David M. Rasmussen

PL 701 Wittgenstein (F: 3)

This course will present Wittgenstein against the historical background of the rise of Analytic philosophy and emphasize how Wittgenstein has so radicalized philosophical methodology that for so many linguistic analysis appears to be the only viable philosophical method. At the same time, the affinity of Wittgenstein's outlook to Husserl's phenomenology will be treated.

Richard T. Murphy

PL 705 Logic, Language and Interpretation in Medieval Philosophy (F: 3)

This course will focus on Medieval reflection on the nature of language and its relationship to reality, issues which arise within discussions of such diverse topics as formal logic, the status of universals, and language as the instrument for expressing the nature of God, and for interpreting scripture. We will trace these issues through works by Augustine, Boethius, Anselm, Abelard, Alan of Lille, Thomas Aquinas, Bonaventure, Scotus and Ockham.

Eileen C. Sweeney

PL 710 Science and Analysis in Aristotle

Aristotle's *Posterior Analytics* set the standards for science in the West for almost 2000 years. Figures as diverse as Aquinas and Avicenna, Descartes, Galileo and Newton all subscribed to fundamental Aristotelian tenants even as they thought of themselves as radically reforming them.

Recent scholarship, however, has called into question the traditional understanding of what Aristotle actually meant by "science." This course will take up those questions in a close, critical examination of Aristotle's *Prior Analytics* and *Posterior Analytics* in relation to specifically scientific works.

Not offered 1993-94. Patrick H. Byrne

PL 711 Phenomenology

An exploration of the modern crisis of the self in Husserl, Heidegger, Sartre, Levinas, and Ricoeur.

Not offered 1993-94 Richard M. Kearney

PL 712 Heidegger and Husserl

A close study of Husserl's legacy in the method, the structure, and in several basic concerns of Heidegger's fundamental ontology.

Not offered 1993-94 Jacques M. Taminiaux

PL 713 Aristotle's Physics and Metaphysics

This class will have as its main goal a complete and careful reading of these two very difficult texts. Besides the main goal of making these texts accessible, we will also be concerned with examining the relationship between them. Are Aristotle's physical and metaphysical conclusions consistent and complementary or do they stand in some sort of tension with one another? Aristotle's works on natural science and psychology will be considered as necessary to supplement our examination of these texts and questions.

Not offered 1993-94

Eileen C. Sweeney

PL 718 Psychoanalysis and Literature

This course will be a doctoral-level seminar that will examine various psychoanalytic approaches to literature as these become manifest in efforts to interpret psychoanalytically Edgar Allen Poe's short detective story, "The Purloined Letter." The classic interpretation of this story by Marie Bonaparte has been followed by numerous contemporary approaches such as those of J. Lacan, J. Derrida, S. Felman, N. Holland, J. Gallop, etc. These will be examined and discussed in turn.

Not offered 1993-94

William J. Richardson, S.J.

PL 719 Aquinas on Law and Virtue (S: 3)

Ethics has become once again a central concern for the understanding of human life. Before "After Virtue" there was Virtue. For "Legitimation Theory" there has to be Law. This course will study Aquinas' systematic approach to ethics in the framework of the *Summa Theologiae*. After a discussion of the structure of the *Summa*, it will focus on the concepts of Virtue and Law in Part II.1 and on the Particular Virtues as elaborated in Part II.2.

Olivia Blanchette

PL 720 Plato's Theory of Knowledge (S: 3)

Central works in understanding Plato's theory of knowledge are the *Theaetetus* and the *Sophist*. In the one, he gives a theory of perception that excludes explicit reference to the Forms and in the other a description of the Forms independent of their relation to sensible objects. This presents the reader with the problem of discerning whether these two complementary dialogues are part of a unified theory, how they relate to other Platonic dialogues and the purpose behind Plato's unusual philosophical method.

Gary M. Gurtler, S.J.

PL 721 Philosophy and Tragedy: Hegel to Nietzsche

The general topic of the course is philosophy and literature. The course intends to be a close textual analysis as well as a critical appraisal of two typical and opposite approaches to Greek tragedy; namely, a Hegelian one based on the principle that tragedy already anticipates metaphysics; and a Nietzschean one based on the principle that metaphysics is blind towards the naming of tragedy.

Not offered 1993-94
Jacques M. Taminiaux

PL 728 Michel Foucault

This course will study the works of Michel Foucault. We will examine his philosophical analysis of several modern forms of knowledge (psychology, medicine, penology, sexology) and the relationship of these human sciences to models of rationality and modes of political action.

Not offered 1993-94

James W. Bernauer, S.J.

PL 731 Hume: A Phenomenological Perspective

The traditional interpretation that David Hume's system ended in empirical skepticism has recently been questioned. There has emerged another interpretation according to which Hume's philosophy really represents a subtle form of naturalism. In this ongoing discussion, the quite different interpretation given by Edmund Husserl, the founder of Phenomenology, has been ignored. This course will examine the main points of Hume's system of knowledge from Husserl's phenomenological perspective.

Not offered 1993-94

Richard T. Murphy

PL 732 Greek Philosophy and Hermeneutics

In this graduate seminar we will read Book 3 of Aristotle's *Rhetoric*, along with his *Poetics*, both of which deal with two related arts of making (poiesis) through speech. By reading these texts, we shall encounter some of the central hermeneutical problems discussed by Heidegger and Gadamer. This course presupposes some acquaintance with the first two books of Aristotle's *Rhetoric* and some interest in Greek tragedy and comedy.

Not offered 1993-94

John J. Cleary

PL 733 Ethics: Universalist vs. Communitarian

An examination of the current debate between the universalist tradition in ethics as represented by Habermas, Apel, and Rawls vs. the communitarian tradition in ethics as represented by Williams, Sandel, Walzer, MacIntyre, and others.

Not offered 1993-94
David M. Rasmussen

PL 734 Hannah Arendt: Destruction of Metaphysics (S: 3)

This course will discuss the theme of the destruction of metaphysics in Arendt's *The Life of the Mind*.

Jacques M. Taminiaux

PL 738 Validity, Discourse and Truth (S: 3)

This seminar course will consider two recent books by Habermas, *Moral Consciousness and Communicative Action* and *Facticity and Validity*. The former contains basic arguments for a discourse ethics while the latter presents a discourse theory of law. The course will present a reading of these two books with a special focus on past developments in Critical Theory and contemporary developments in ethics and law.

David M. Rasmussen

PL 748 Discovery of Social Philosophy in Young Hegel

Hegel can be viewed as the father of modern social philosophy in his early criticism of both empiricism and formalism in the treatment of natural law as exemplified in British contractarian theory and Kantian formalism. In this he can also be viewed as the first post-modern. This seminar will study how he came to his social philosophy, which finds its final expression in the *Philosophy of Right*, in the so-called *Essay on Natural Law* of 1802, the *System of Ethical Life* of 1802-03, and the *Phenomenology of Spirit* of 1805-07.

Not offered 1993-94

Oliva Blanchette

PL 749 Plotinus and Augustine

The course will compare the thought of Plotinus and Augustine whose texts mark the transition from ancient to medieval philosophy, from paganism to Christianity. We will read portions of Plotinus' *Enneads*, with particular emphasis on the themes of hierarchy, participation, embodiment, temporality, dialectic and narrative, beauty, and contemplation. We will then analyze passages in Augustine where Plotinian language figures prominently. Finally, we will consider Augustine's transformation in the *Confessions* of the previously mentioned Plotinian motifs.

Not offered 1993-94

Thomas S. Hibbs

PL 751 Medieval Philosophy I: Augustine to Anselm

A detailed examination of the classical positions taken on faith and reason, knowledge, God and man.

Not offered 1993-94
Norman J. Wells

PL 752 Medieval Philosophy II: Bonaventure to Ockham

Continuation of the previous semester, PL 751.

Not offered 1993-94

Norman J. Wells

PL 754 Problems in Cartesian Studies (S: 3)

A seminar course devoted to a detailed examination of the objections to the *Meditations* and Descartes responses thereto.

Norman J. Wells

PL 758 The Early Works of Levinas (F: 3)

A study of the ethical philosophy of Emmanuel Levinas with emphasis on his critique of Heidegger.

Jacques M. Taminiaux

PL 761 Hegel's Phenomenology of Spirit (F: 3)

A textual analysis, with special attention to method, structure, and the social dimensions of spirit.

Oliva Blanchette

PL 762 Søren Kierkegaard (S: 3)

This course will deal primarily with the early pseudonymous writings of Søren Kierkegaard. The following topics will be emphasized: 1) the function of irony and indirect communication in the pseudonymous works, 2) the significance of the stages of existence, and 3) the nature of the relationship which Kierkegaard posits between language, self-understanding, and human autonomy.

Valessa P. Rumble

PL 768-769 Insight (F: 3-S: 3)

A two-semester course exploring the basic themes and method of Lonergan's *Insight*, through a close textual reading.

Patrick H. Byrne

PL 772 Heidegger: The Principle of Reason

A close reading of Heidegger's recently translated lecture course, "The Principle of Reason (1956)," comparing it with his earlier essay, "On the Essence of Ground (1929)," and other cognate texts.

Not offered 1993-94

William J. Richardson, S.J.

PL 775 Between Presumption and Despair: Studies in Thomistic Psychology

A study of basic themes in Aquinas' philosophical psychology. Topics to be considered are following the relationship between logic and psychology: sensation and abstraction; the unity of soul and body; the soul's knowledge of itself; the immateriality of the soul. Texts will be taken from Aquinas' commentaries on Aristotle's *Physics* and *De Anima*, and from the *Summa Contra Gentiles*.

Not offered 1993-94

Thomas S. Hibbs

PL 776 Debates in Hermeneutic Imagination (S: 3)

This course explores how the concept of hermeneutic imagination evolves from the work of Heidegger and Gadamer to the recent work of Paul Ricoeur (*Self as Another, Time and Narrative, From Text to Action*). It also discusses the critiques of hermeneutic imagination by Derrida and Lyotard, particularly as it relates to the dialectic between ethics and poetics.

Richard M. Kearney

PL 777 Descartes and the Cartesian Tradition (F: 3)

A close analysis of the classical Cartesian positions on the self, God and the world as they are discussed in the *Meditations*.

Norman J. Wells

PL 780 The Perfection of the Universe According to Aquinas

A study of St. Thomas' dynamic concept of perfection and of the way he applies it to the universe in his philosophy of nature and of man as well as in his theology.

Not offered 1993-94
Oliva Blanchette

PL 796 Seminar: Hegel's Logic

A textual analysis of the first part of Hegel's System, starting from the Logic of Being and moving into the Logic of Essence, with special attention given to the method of Hegel's thought. Open only to graduate students.

Not offered 1993-94 *Oliva Blanchette*

PL 797 Seminar: Hegel's Logic II

Textual analysis of the Logic of Concept as the culmination of Hegel's Logic leading into the Philosophy of Nature.

Not offered 1993-94 *Oliva Blanchette*

PL 799 Readings and Research (F: 3-S: 3)

By arrangement *The Department*

PL 801 Thesis Seminar (F: 3-S: 3)

By arrangement *The Department*

PL 802 Thesis Direction (F: 0-S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed. By arrangement.

The Department

PL 805 The World of the Presocratics (F: 3)

This graduate seminar will attempt to explore the philosophical world of the Presocratic thinkers from Thales to Anaxagoras. We will begin with a brief survey of the leading Ionian thinkers, including Pythagoras, and then consider Heraclitus as the discoverer of the soul who reacted against this kind of cosmology. The core of the seminar will consist of a detailed examination of the long poem of Parmenides, together with a consideration of the famous paradoxes of Zeno as a codicil to the Parmenidean world-view. Subsequent thinkers, like Empedocles and Democritus, will be interpreted as trying to answer the Parmenidean challenge but in their different ways.

John J. Cleary

PL 806 Kant's Third Critique

A close, textual examination of Kant's Third Critique and its subsequent influence in the history of art criticism.

Not offered 1993-94

Jacques M. Taminiaux

PL 807 Kant's Transcendental Idealism

Kant developed the notion of a transcendental subjectivity in which could be grounded the objective validity of the sciences and experience itself. He attempted to construct no less than an *a priori* metaphysics of experience. We shall follow Kant textually in this endeavor.

Not offered 1993-94

Richard T. Murphy

PL 811 Dynamic Economy and Human Good (F: 3)

After completing his work on method in theology, the late Bernard Lonergan, S.J., turned his attention to the ethical problems posed by the modern styles of economics. In particular, he was concerned with the problems posed by the transition from relatively stable traditional economies to dynamic economics characterized by ongoing innovation, capital formation and cycles of prosperity followed by recession.

This course will draw upon Lonergan's late writings on these topics. In particular the eco-

nomie problems will be related to Lonergan's more comprehensive framework of human history as a developing human good.

Patrick H. Byrne

PL 818 Heidegger on Art

A textual and contextual analysis of Heidegger's essay on "The Origin of the Work of Art." Not offered 1993-94

Jacques M. Taminiaux

PL 819 Kant and Hegel on Art

Textual examination of Kant's Third Critique and its influence on Hegel's Philosophy of Art. Not offered 1993-94

Jacques M. Taminiaux

PL 820 Reason and Faith in Hegel, Kierkegaard, Blandel

Starting from an examination of how infinity presents itself in each of these authors, the seminar will study how each proceeds in philosophy of religion and in the question of the relation between reason and faith.

Not offered 1993-94

Oliva Blanchette

PL 824 Arendt and Heidegger

A close study of *The Human Condition* and *The Life of the Mind* with emphasis on Arendt's critique on Heidegger.

Not offered 1993-94

Jacques M. Taminiaux

PL 828 Deconstruction and Critical Theory: Habermas/Derrida

This course will evaluate the similarities and differences between critical theory and deconstruction by comparing the work of Jurgen Habermas and Jacques Derrida. Emphasis will be placed on their respective orientations to modern philosophy.

Not offered 1993-94

David M. Rasmussen

PL 830 Transcendental Logic: Kant and Husserl (S: 3)

Transcendental logic is an *a priori* science that establishes the necessary laws which govern how and under what limitations objects can be given in and known through experience. This course will examine the quite different attempts by Kant and Husserl to found such a logic upon the transcendental ego. That either Kant or Husserl succeeded in establishing the ego as absolute foundation will be questioned.

Richard T. Murphy

PL 831 Heidegger and Aristotle

Based upon unpublished lectures given in Marburg before *Being and Time*, this course aims at showing how a peculiar interpretation and appropriation of *The Nicomachean Ethics* provides the foundational structure of Heidegger's fundamental ontology.

Not offered 1993-94

Jacques M. Taminiaux

PL 834 Lonergan's Economics

This course will concentrate on the study of Lonergan's economics manuscript on circulation analysis and situate the good of order as economic within the overall framework of the human good.

Not offered 1993-94

Patrick H. Byrne

Frederick G. Lawrence

PL 841 The Structure of Finite Being

A detailed analysis of the famous controversy on essence and existence and the problem of their distinction. The role of Suarez as an historian and critic of the "real distinction" will be examined.

Not offered 1993-94

Norman J. Wells

PL 855 Seminar: Heidegger I (F: 3)

A close textual analysis of *Being and Time*, focusing on Heidegger's epochal insights on man, world, time and being.

Thomas J. Owens

PL 856 Seminar: Heidegger II (S: 3)

This is a continuation of the fall semester course (PL 855) and open only to students who have participated in that course.

Thomas J. Owens

PL 868 Kant's Ethics (F: 3)

Requirements: solid knowledge of Kant, *Critique of Pure Reason*

An examination of Kant's ethical system with a focus on the capacity to deal with radical evil.

William J. Richardson, S.J.

PL 900 Husserl's Logical Investigations (F: 3)

A critical examination of the principal themes from Edmund Husserl's greatest work: his critique of psychologism and of British empiricism, his theory of meaning and reference, his account of the relationship between judgment and truth, and his revitalization of Aristotle's theories of substance and essence. An effort will be made to relate Husserl to Frege, Wittgenstein, and the contemporary analytic tradition.

Richard Cobb-Stevens

PHYSICS

FACULTY

Frederick E. White, *Professor Emeritus*; A.B., Boston University; B.S., Ph.D., Brown University

Solomon L. Schwebel, *Associate Professor Emeritus*; B.S., City College of New York; M.S., Ph.D., New York University

Francis A. Liuima, S.J., *Assistant Professor Emeritus*; M.S., Boston College; Ph.D., St. Louis University

Robert L. Carovillano, *Professor*; A.B., Rutgers University; Ph.D., Indiana University

Joseph H. Chen, *Professor*; B.S., Saint Procopius College; Ph.D., University of Notre Dame

Baldassare Di Bartolo, *Professor*; Dott. Ing., University of Palermo; Ph.D., Massachusetts Institute of Technology

George J. Goldsmith, *Professor*; B.S., University of Vermont; M.S., Ph.D., Purdue University

David A. Broido, *Associate Professor*; B.S., University of California, Santa Barbara; Ph.D., University of California, San Diego

Krzysztof Kempa, *Associate Professor*; M.S., Technical University of Wroclaw; Ph.D., University of Wroclaw

Rein A. Uritam, *Associate Professor, Chairperson of the Department*; A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

Michael J. Graf, *Assistant Professor*; B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University

Pradip M. Bakshi, *Research Professor*; B.S., University of Bombay; A.M., Ph.D., Harvard University

Gabor Kalman, *Research Professor*; D.Sc., Israel Institute of Technology



PROGRAM DESCRIPTION

The Department offers comprehensive programs of study and research leading to the degrees of Master of Science (M.S.), Master of Science in Teaching (M.S.T.), and Doctor of Philosophy (Ph.D.) Courses emphasize the basic principles of physics and prepare students to choose a major field of concentration according to their interests and abilities. Students intending to undertake experimental research are expected to develop, primarily on their own initiative, the special technical skills required of an experimentalist. Students intending to undertake theoretical research need not develop laboratory skills but are expected to demonstrate by outstanding achievements in course work their special aptitude for analysis.

Master's Program

Each candidate for a Master's degree must pass a qualifying examination (Master's Comprehensive) administered by the Department and meet specified course and credit requirements. The qualifying examination shall be prepared by a committee of at least three faculty members appointed by the Chairperson and usually shall be administered each September. This committee shall evaluate the qualifying examinations in conjunction with the graduate faculty. Generally no more than three (3) credits of PH 799 Readings and Research may be applied to any Master's program. The M.S. degree is available *with or without* a thesis, and the M.S.T. requires a paper but no thesis.

M.S. With Thesis

This program requires thirty (30) credits that normally consist of twenty-seven (27) credits of course work plus three (3) thesis credits (PH 801). Required courses include PH 711, PH 721, PH 732, PH 741 and PH 707-708. The qualifying examination is essentially based on the contents of the first four required courses and is usually taken at the first opportunity following the completion of these courses. The M.S. thesis research is performed under the direction of a full-time member of the graduate faculty, professional or research staff. A submitted thesis shall have at least two faculty readers, including the director, assigned by the Chairperson. The thesis is accepted after the successful completion of a public, oral examination conducted by the readers.

M.S. Without Thesis

This program requires thirty-six (36) credits of course work. The same course and qualifying examination requirements for the M.S. with thesis apply here except that in addition the courses PH 722, PH 733, and PH 742 are required.

M.S.T. Degree

This program requires at least fifteen (15) credits from graduate or upper divisional undergraduate courses in physics. These credits will most often include two of the following courses: PH 711, PH 721, PH 732, PH 741. The M.S.T. qualifying examination in physics will be based upon the student's actual course program. A research paper supervised by a full-time member of the graduate faculty is required. The student must also satisfy requirements of the Department of Education, whose listings should be consulted for information.

Doctoral Program

A student generally enters the doctoral program upon faculty recommendation after passing the M.S. qualifying examination. Students entering

Boston College with previous graduate experience may be exempted from the qualifying examination by recommendation of the Graduate Affairs Committee with approval by the Chairperson. Unless a waiver is granted, a student wishing to enter the doctoral program must pass the qualifying examination.

Upon entering the doctoral program, each student shall select a field of specialization and establish a working relationship with a member of the faculty. With the approval of a faculty member, who normally shall be the principal advisor, the student shall inform the Chairperson of this major field selection and the Chairperson shall appoint, with the approval of the Department, a faculty Doctoral Committee consisting of at least two full-time faculty members to advise and direct the student through the remainder of his or her graduate studies.

Requirements

Required courses for the doctorate are PH 722, PH 733, PH 742; and four additional courses in distinct areas chosen from the graduate electives of the Department, or from other graduate departments with the approval of the Chairperson. PH 761 and PH 771 are very strongly recommended as two of these four courses.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his or her overall program of studies.

Comprehensive Examination

Within two years of entering the doctoral program, each student must take the Comprehensive Examination, usually offered each September. This examination, in principle, covers all of physics that a doctoral student can be expected to know at the end of two years of formal course work in the doctoral curriculum; however, it will stress classical mechanics, electromagnetism, quantum mechanics, and statistical physics. The examination has both a written and an oral part. The examination is prepared and administered by a faculty committee, appointed by the Chairperson, and the examination is evaluated by this committee, with approval of the entire graduate faculty of the Department.

Research Area Examination

Within three months of passing the Comprehensive Examination, a student must take the Research Area Examination. This examination is prepared and administered by the student's Doctoral Committee, and covers topics agreed to by the student and his Doctoral Committee as appropriate to prepare the student for research work in his/her area of interest. The examination is evaluated by the Doctoral Committee, with approval of the entire graduate faculty of the Department. A student may attempt the exami-

nation twice under the direction of the same Doctoral Committee.

A student who has passed the Comprehensive Examination and the Research Area Examination, in addition to the course requirements, becomes a doctoral candidate.

Thesis

In consultation with the Doctoral Committee each student must submit the completed Outline of Thesis form to the Chairperson. An open meeting shall be scheduled at which the student shall discuss the thesis proposal. The Doctoral Committee, with the approval of the Chairperson, shall decide upon accepting the proposal.

The Chairperson shall recommend to the Dean the appointment of a Doctoral Thesis Committee consisting of at least three Department members (including the student's Doctoral Committee) and an external examiner, where feasible, to read and evaluate the completed thesis and to conduct an open meeting at which the thesis is defended in an oral examination. The thesis is accepted when endorsed on the official title page by the Doctoral Thesis Committee after the oral examination.

GENERAL INFORMATION

Waivers of Departmental requirements, if not in violation of graduate school requirements, may be granted by recommendation of the Graduate Affairs Committee with approval of the Chairperson.

A variety of theoretical studies are conducted within the Department in areas such as space physics, plasma physics, and astrophysics, atmospheric physics, elementary particles, and current algebras, solid state and mathematical physics.

Experimental programs are mainly in solid state and space physics. Research in solid state physics includes the following: superconductivity, heavy fermion systems, low-temperature physics, strong magnetic fields, crystal field studies using spin resonance, spectroscopic and Mössbauer techniques; absorption and fluorescence spectroscopy of solids; energetic radiation effects on the dielectric and optical properties of ionic crystals; electroreflectance in semi-conductors; transport properties of alloys; optical and electrical properties of plasmas in solids. Research is conducted in the field of gas kinetics by means of flash photolysis techniques. Space research includes a variety of experimental projects and related data analysis efforts. These include auroral and airglow physics; space charge effects in satellite environments; electric current and field configurations at high latitudes; and radar studies of the upper atmosphere and ionosphere.

Boston College is a participating institution for available government fellowships and grants. The Department also offers scholarship and teaching assistantship aid to qualified students. Student research assistantships are often available to ad-

vanced students in space physics, atmospheric physics, and solid state physics during the summer as well as the academic year.

A diagnostic examination is administered to all entering students to assist in preparing course schedules and detecting deficiencies that should be remedied.

Foreign students are required and other applicants are encouraged to take the GRE Aptitude Test and Advanced Test and to have the scores submitted as part of their application.

COURSE OFFERINGS

With approval, courses numbered in the 600s may be elected by graduate students for credit.

Graduate Courses

PH 700 Physics Colloquium (F, S: no credit)

A weekly discussion of current topics in physics. No academic credit; no fee.

PH 707-708 Physics Graduate Seminar I, II

Discussion of topics in physics from the current literature.

Rein A. Uritam

Michael Graf

PH 711 Classical Mechanics (F: 4)

Lagrange's and Hamilton's equations; principle of Least Action; invariance principles; rigid body motion; canonical transformations; Hamilton-Jacobi theory; special theory of relativity; small oscillations; continuous media.

Pradip M. Bakshi

PH 721 Statistical Physics I (S: 3)

The classical laws and concepts of thermodynamics with selected applications; kinetic and statistical basis of thermodynamics; H-Theorem; the Boltzmann transport equation; transport phenomena.

Gabor Kalman

PH 722 Statistical Physics II

Fundamental principles of classical and quantum statistics; kinetic theory; statistical basis of thermodynamics; selected applications. *Offered 1994-95*

PH 732 Electromagnetic Theory I (F: 4)

Physical bases for Maxwell's equations; electrostatics and magnetostatics; multipole moments; energy and momentum conservation for the electromagnetic field; wave phenomena; point charge motion in external fields.

Baldassare DiBartolo

PH 733 Electromagnetic Theory II (S: 4)

Radiation theory; gauge choices and transformations; Lienard-Wiechert potentials; dispersion and scattering theory; special theory of relativity; covariant electrodynamics; spin and angular momentum of the electromagnetic field; selected applications.

Robert L. Carovillano

PH 735-736 Techniques of Experimental Physics I, II (F: 3-S: 3)

A laboratory course in contemporary techniques of experimental physics and materials science. Experimental studies will be conducted in the optical, transport, and electrical properties of

semiconductors, fluors, insulators and metals. Coherent and incoherent light sources; photo-emissive, photoconductive, and photovoltaic transducers; analog-to-digital and digital-to-analog converters; microcomputer interfaces; electrometers; lock-in detectors; spectrometers; cryostats; and laboratory magnets represent the kinds of apparatus which will be involved. The course will meet for six hours per week of laboratory work and one hour of lecture.

George Goldsmith

PH 741 Quantum Mechanics I (F: 4)

Fundamental concepts; bound states and scattering theory; the Coulomb field; perturbation theory; angular momentum and spin; symmetry and the Pauli principle.

Gabor Kalman

PH 742 Quantum Mechanics II (S: 4)

Interaction of radiation with matter; selection rules; second quantization; Dirac theory of the electron; scattering theory.

Pradip M. Bakshi

PH 761 Solid State Physics I (F: 3)

Crystal structure and bonding, diffraction and the reciprocal lattice, thermal properties and lattice vibrations, the free-electron model, energy bands in solids, semiconductor theory and devices.

Krzysztof Kempa

PH 771 Plasma and Space Physics (F: 3)

This course examines comprehensively the plasma state of matter, with an emphasis on space and astrophysical conditions. Topics include basic plasma concepts (Debye length, plasma oscillations, etc.), kinetic theory as it applies to the plasma state (plasma kinetics), and magnetofluid dynamics. Selected applications from magnetospheric, astro, space, or ionospheric physics are chosen to illustrate the four main topics of the course: plasma transport phenomena, thermal and radiative processes in plasmas, plasma waves and instabilities, and electromagnetic waves in plasmas.

Gabor Kalman

PH 799 Readings and Research in Physics (F, S: credits by arrangement)

By arrangement.

The Department

PH 801 Physics Thesis Research (F: 3-S: 3)

A research problem of an original and investigative nature. By arrangement.

The Department

PH 802 Physics Thesis Direction (F: 0-S: 0)

A non-credit course for those who have received six credits for Thesis Research but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed. By arrangement.

The Department

PH 835 Mathematical Physics (S:3)

Matrix algebra, linear vector spaces, orthogonal functions and expansions, boundary value problems, introduction to Green's functions.

Pradip M. Bakshi

PH 847 Solid State Physics II

Dielectric and optical properties of solids, ferro-electrics, magnetic properties, superconductivity, topics in metallurgy and defects in solids. *Not offered 1993-94*

PH 901 Seminar: Space Physics

A selection of current research topics in space physics, such as: the solar wind, force free magnetic fields, wave-particle interaction, convection processes, reconnection. *Not offered 1993-94*

PH 902 Seminar: Solid State Physics

A study of advanced topics in the theory of solid state. *Not offered 1993-94*

PH 905 Seminar: Spectroscopy (F:3)

Study of the fundamental principles of various spectroscopic techniques (NMR, EPR, absorption, luminescence, photoacoustics).

Baldassare Di Bartolo

PH 907 Seminar: Plasma Physics

Plasma kinetic theory. Plasma response functions. Wave-particle interactions. Nonlinear effects. Turbulence. Radiation processes. *Not offered 1993-94*

PH 908 Seminar: Dense Plasmas

Statistical mechanics of dense plasmas. Equation of state. Response functions and transport coefficients. Bound states and ionization equilibria. Metallic plasmas. *Not offered 1993-94*

PH 910 Seminar: Topics in Physics

A seminar course on topics in theoretical or experimental physics given in accordance with current research interests or needs of the students and faculty of the department. *Not offered 1993-94*

PH 923 Seminar: Low Temperature Physics

Various physical phenomena which are associated with low temperatures, such as superfluidity, quantum solids, and superconductivity, will be discussed, along with measurement techniques and the production of low temperatures. *Not offered 1993-94*

PH 934 Electromagnetic Theory III

A continuation and extension of classical electromagnetism to the quantum theory of light. Topics include Planck's theory of radiation, Einstein's A and B coefficients, Kramers-Kronig relations,

statistical and coherence properties of light, quantization of the radiation field, the optics of photons, theory of the laser.

Not offered 1993-94

PH 950 Group Theory (F:3)

Basic concepts; point symmetry groups; selected applications in quantum and elementary particle theory.

Pradip Bakshi

PH 970 Quantum Mechanics III

Formal theory of scattering of Dirac particles; quantum electrodynamics; S-matrix theory, generalized symmetry principles and conservation laws. *Offered 1994-95*

PH 975 Many Body Physics

An introduction to the methods and basic physical processes in many body physics. Emphasis is on the comparison of various physical systems and on modern approximation methods. Noninter-acting and interacting Fermi and Bose systems; electron gas, nuclear matter, etc.; superconducting Fermi systems; response functions; many body Green function methods. *Not offered 1993-94*

PH 980 Elementary Particle Physics (S: 3)

Properties and systematics of elementary particles; scattering, decays, resonances. Symmetry principles, classification schemes; theory of strong, weak and electromagnetic interactions, field theory and recent developments.

Rein A. Uritam

PH 992 Advanced Topics in Mathematical Physics

Emphasis will be on systematic development of mathematical techniques, with wide-ranging applications to important physical problems serving to illustrate the underlying essential common features. Particular topics to be covered will depend on the interests of the audience. *Not offered 1993-94*

PH 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy.

William Schneider, *O'Neill Professor* B.A., Brandeis College; Ph.D., Harvard University

Robert Scigliano, *Professor*; A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

Donald S. Carlisle, *Associate Professor*; A.B., Brown University; Ph.D., Harvard University

David A. Deese, *Associate Professor*; B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

Dennis Hale, *Associate Professor, Chairperson of the Department*; A.B., Oberlin College; Ph.D., City University

David R. Manwaring, *Associate Professor*; A.B., A.M., University of Michigan; Ph.D., University of Wisconsin

Robert S. Ross, *Associate Professor*; B.A., Tufts University; M.A., Ph.D., Columbia University

Susan M. Shell, *Associate Professor*; B.A., Cornell University; Ph.D., Harvard University

John T. Tierney, *Associate Professor*; A.B., Johns Hopkins University; Ph.D., Harvard University

Kenji Hayao, *Assistant Professor*; A.B., Dartmouth College; Ph.D., University of Michigan, Ann Arbor

Duane Oldfield, *Assistant Professor*; B.A., Reed College; M.A., Ph.D., University of California

**PROGRAM DESCRIPTION**

The Department offers advanced study in American politics, comparative politics, international relations, and political philosophy. It displays a distinctive blend of philosophical and practical concerns within a tradition of friendly debate and scholarly exchange. Seminars and courses are supplemented by individual readings and informal gatherings. Both the Master's and Doctoral programs are flexible as to fields and courses, and they allow students to study in other departments and at other universities around Boston.

Master of Arts Degree

There are several variants in the Master's program, all requiring ten courses with at least one course taken in three of the Department's four fields. The passing of a comprehensive examination completes the program.

• **Regular M.A. program:** Two courses (three, with permission) may be taken outside the Department, and credit for two courses may be received for writing a thesis. If a student chooses to write a thesis, the written part of the comprehensive examination is waived.

• **Joint M.A. programs:** Students take four courses in Classics, Economics, or Law. (Other programs may be added.) A mem-

POLITICAL SCIENCE

FACULTY

Peter S. H. Tang, *Professor Emeritus*; A.B., National Chengchih University; A.M., Ph.D., Columbia University

Christopher J. Bruell, *Professor*; A.B., Cornell University; A.M., Ph.D., University of Chicago

Robert K. Faulkner, *Professor*; A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

Donald L. Hafner, *Professor*; A.B., Kalamazoo College; Ph.D., University of Chicago

Marc K. Landy, *Professor*; A.B., Oberlin College; Ph.D., Harvard University

David Lowenthal, *Professor*; A.B., Brooklyn College; B.S., New York University; A.M., Ph.D., New School for Social Research

Marvin C. Rintala, *Professor*; A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

Kay L. Schlozman, *Professor*; A.B., Wellesley College; A.M., Ph.D., University of Chicago

ber of the outside department serves on the comprehensive examination committee.

• **Other programs:** The Department cooperates in the interdisciplinary program in American Studies, which also includes the departments of Economics, English, History, and Sociology, and in a Master of Arts in Teaching (M.A.T.) program with the School of Education.

Several Master's programs are designed for persons interested in teaching, pursuing a doctorate, and entering government or other public service. M.A. students take the same courses as doctoral students, and they may apply for transfer to the Ph.D. program during or at the end of their M.A. study.

Doctor of Philosophy Degree

The program entails sixteen courses (three or four a semester), about half of which, taken in a single field, constitute a major, and about half of which, distributed over three fields, constitute minors. Study done in another department may be counted toward the major or may be substituted for one of the minors. Where appropriate, special fields of a student's devising may be offered in place of regular fields. Reading proficiency in one foreign language must be demonstrated.

Comprehensive examinations are taken at the end of the course program, after which students undertake their dissertations.

Admissions

Ph.D. applications must be completed by February 15. M.A. applications are reviewed as they are completed.

Financial Aid

The Department has several renewable grants for entering doctoral students. They carry full tuition remission and a stipend, which is partly a fellowship and partly a research or teaching assistantship. It also has a Thomas P. O'Neill Fellowship for an entering doctoral student interested in American Politics, which is either renewable or may be replaced by a regular grant.

Occasionally, the Department is able to offer some tuition aid to Master's students.

COURSE OFFERINGS

Graduate Seminars

PO 702 Field Seminar (F: 3)

This seminar is intended to provide graduate students with a general intellectual survey of the field of American government and politics. In terms of the topics it covers, it is not unlike an introductory American government course, but its intellectual agenda is obviously different, focusing on prominent scholarly debates, lines of inquiry, and perspectives. It is taught by all of the department's American government faculty; each of whom takes a two-week segment of the course for his or her specialty. Among the topics considered are The Founding, the Judiciary, the Constitution

and the Courts, current Constitutional issues, American political thought (20th century), Federalism, Congress, the bureaucracy, the presidency, public policy, changing party alignments, organized interests, party organization and elections and social movements.

Kay L. Schlozman

PO 709 American Judiciary (F: 3)

An inquiry into the organization and processes of the judicial system of the United States, including prominent literature on the subject.

Robert Scigliano

PO 710 American Presidency (S: 3)

An historical and analytic development of the office and powers of the Chief Executive.

Robert Scigliano

PO 864 America in Vietnam (F: 3)

This course surveys American involvement in Vietnam from 1945 through 1975, with an emphasis upon the war years and upon the "lessons" that Americans (Left, Right, Center; scholar, politician, military officer) have drawn from the war.

Donald L. Hafner

PO 901 Political Economy I (F: 3)

The semester begins with a comparison between modern economic reasoning and that of Aristotle. It then proceeds to a consideration of Locke, Smith, and Rousseau. This is followed by an examination of the economic ideas of Hamilton, Jefferson and Jackson. The semester ends with a consideration of Malthus.

Susan Shell

PO 902 Political Economy II (S: 3)

The second semester begins with Marx. The rest of the semester is devoted to various American and continental responses to Marxism in particular and industrialism in general. Among the schools of thought and thinkers to be considered are Populism, Pragmatism, Progressivism, Polanyi, De Jouvenel, Schumpeter, Keynes and contemporary rational choice theory.

Marc Landy

PO 912 Political Philosophy of Aristotle I (F: 3)

The course will consider selected portions of Aristotle's *Politics* and *Ethics*.

Christopher J. Bruell

PO 916 Democracy in America (F: 3)

A reading of both volumes of this classic study.

David Lowenthal

PO 926 Machiavelli's *Prince* and *Plays* (F: 3)

A study of *Mandragola*, *Clizia*, and *The Prince*.

Robert K. Faulkner

PO 928 Political Philosophy of Aristotle II (S: 3)

The course will consider portions of Aristotle's *Politics* and *Ethics* not taken up in PO 912.

Christopher Bruell

PO 937 Rousseau's *Emile* (F: 3)

A careful reading of Rousseau's *Emile* with special attention to such themes as the conflict between virtue and happiness and the proper ordering of the relations between men and women.

David Lowenthal

Graduate-Undergraduate Seminars

PO 358 Seminar: The American Voter (S: 3)

Seminar on American electoral politics from the New Deal coalition to the Clinton coalition. Special attention in 1994 to the press and American politics.

William Schneider

PO 379 Seminar: Current Constitutional Issues II (F: 3)

David R. Manwaring

PO 461 Seminar: Power and Personality (S: 3)

This seminar examines both the significance of personality in seeking, obtaining, exercising, and losing power and the significance of seeking, obtaining, exercising, and losing power for personality. Class discussion will focus first on certain analytical, including psychoanalytical, hypotheses about the relationship between power and personality, then, on applying and testing these hypotheses in psychobiographies of particular powerful persons such as Woodrow Wilson, Winston Churchill, and Adolf Hitler, and finally on student research projects.

Marvin Rintala

PO 553 Seminar: U.S.-Japan Relations (S: 3)

The focus is on how the current crisis in U.S.-Japan relations and how it is handled is likely to affect people across the globe. This course analyzes the important factors—historical, strategic, economic, and political—affecting the current relationship and then considers how the relationship can and should be handled in the future.

Kenji Hayao

PO 556 Seminar: International Peace and War in the 1990s (S: 3)

This seminar surveys some of the classic work on the relationship between politics and war, highlighting insights of continuing relevance in the twentieth century. The core units focus on the causes of conflict and paths to reducing the number and intensity of international wars. Selected case studies include World War I, Vietnam, the Middle East in 1967 and 1973, Afghanistan, 1980–1989; Iran–Iraq, 1981–1988; and the Iraq–U.S./Coalition War of 1991. The conclusion addresses the creation of conditions and institutions for peace and conflict management in the 1990s.

David A. Deese

PO 557 Sem: The Nature of Order in World Politics (F: 3)

First reviews the basic nature of war, the use of force, coercive diplomacy and power at the international level. It then focuses on the sources of order that underlie politics among nations. The final unit asks how the end of the Cold War and the new forces in international relations are likely to affect war, the use of force, and the nature of order in the 1990s. The seminar emphasizes classic work in the field, primary materials, and individual research projects.

David A. Deese

PO 563 Seminar: Chinese Foreign Policy (S: 3)

This course is a comprehensive analysis of the People's Republic of China's foreign policy since 1949. It focuses on the historical, international, and domestic sources of Chinese policy toward the super powers and toward its Asian neighbors. The course also covers the instruments of Chinese foreign policy, including use of force and economic diplomacy.

Robert S. Ross

PO 663 Seminar: Political Thought of Abraham Lincoln (S:3)

A study of selected speeches.

David Lowenthal

PO 666 Seminar: Politics, Art and Literature: The Russian Experience (S: 3)

Central attention in this seminar is directed to the role of the intellectual, especially the writer and artist, in Russian and Soviet history. The interaction of culture and politics will be examined. The unfolding of the Russian political mind will be traced through Muscovy, the Tsarist, and the Soviet periods. Major focus in the course will be on the emergence and transformation of the Russian intelligentsia as reflected in political thought, literature and the arts.

Some of the individuals who will be dealt with are Rublov, Pushkin, Dostoevsky, Tolstoy, Gorky, Lenin, Trotsky, Zamiatin, Eisenstein, Pasternak, and Solzhenitsyn.

Donald S. Carlisle

Undergraduate Courses Open to Graduate Students**American Politics****PO 302 American National Government (S: 3)**

This is a survey of American national government and politics. Among the topics treated are the following: the constitutional founding, Congress, the Presidency, the Supreme Court, politics parties and elections, Civil liberties and equality.

Robert Scigliano

PO 303 The Modern Presidency (F: 3)

An investigation of the development of the Presidency in the twentieth century. Special attention will be given to the manner in which the activist presidents from Franklin Roosevelt to Ronald Reagan have attempted to reconcile the role of domestic steward with that of world leader. *Note:* Not open to students who have taken PO 317.

Marc Landy

PO 311 Urban Politics (S: 3)

This is a general survey of the political institutions, decision-making processes, and public policies of urban areas. Among the topics treated are the economic and political development of the urban community, the nature of political cleavage and conflict in urban areas, the institutions and decision-making processes of urban governments, the public policies of the cities and an assessment of political alternatives for the governing of urban areas.

Duane Oldfield

PO 312 Women in Politics (F: 3)

This course will examine various aspects of women's experiences in political, economic and

social life in order to understand how citizens who share common experiences and interests gain awareness of those interests and become a politically relevant force. Attention will be paid to the women's movement both as it emerged from the 19th century and as it is developing today.

Kay L. Schlozman

PO 317 The American Presidency (F: 3)

An examination of the American Presidency in the views and actions of major Presidents in electoral politics and in relations with Congress, the courts, and the executive bureaucracy. Special attention will be given to an analysis of styles of Presidential leadership. Not open to students who have taken PO 303.

Robert Scigliano

PO 319 National Security Policy (F: 3)

An analysis of basic security policy issues facing the United States in the post-Cold War world, with a focus on such contemporary issues as follows: the connection between military and economic security, the spread of sophisticated weaponry to more and more nations, the appropriate role of covert action and intelligence services, and the prospects of enhancing U.S. security through arms control and other cooperative international efforts. (Fulfills departmental distributional requirement in either American or International Politics.)

Donald L. Hafner

PO 320 Social Movements and American Politics (F: 3)

Social movements have played a critical role in American politics, bringing previously unheard constituencies and demands to the fore, upsetting pre-existing political arrangements, and reshaping the political landscape. This course will combine examination of particular social movements (including the Civil Rights movement, the Christian Right, and the Gay and Lesbian Rights movement) with more general theoretical analysis.

Duane Oldfield

PO 321 American Constitutional Law (F: 3)

The evolution of the American Constitution through Supreme Court decisions is studied, with emphasis on the nature and limits of judicial power and the Court's special role as protector of individual rights.

David R. Manwaring

PO 329 American Political Ideas and Institutions (S: 3)

The course has two themes: basic ideas underlying American political institutions, and defenses and critiques of those institutions. The first theme is examined in some of the writings of Jefferson and Lincoln, and the second theme is examined, more extensively, in *The Federalist* and works by Walter Bagehot, Woodrow Wilson, Charles Beard, and a contemporary author.

Robert Scigliano

PO 330 The Politics of Health Care Policy (S: 3)

This course examines how and why health policy issues become political issues and how federal health care policy has developed programmatically over the past thirty-five years, focusing on biomedical research, Medicare and Medicaid,

health maintenance organizations, health planning and regulation, and hospital cost containment.

John Tierney

PO 332 The "Great Rights": The First Amendment and American Democracy (S: 3)

Intensive consideration is directed toward two distinctively American contributions to modern politics: the free and open forum of discussion implicit in the guarantees of freedom of speech and press, and the secular state arising out of the establishment and free-exercise clauses.

David R. Manwaring

PO 336 Pressure Groups: Organized Interests and American Democracy (S: 3)

This course will examine the nature of the thousands of organizations that are involved in Washington politics. Among the topics discussed will be the kind of interests represented; the resources they mobilize for political action, the relations between the rank and file and the leaders of organizations, the techniques used to influence policy outcomes, the changing nature of pressure politics in Washington and the impact of pressure politics on the way we are governed. Extensive use will be made of actual case material including the politics of Medicare, cigarette advertising, and women's rights.

Kay L. Schlozman

PO 338 The American Voter (F: 3)

American electoral politics from the New Deal coalition to the Reagan coalition. The rise of ideology, the decline of party and the changing role of class, race, region, gender and generation. Application of mass marketing techniques to political campaigns.

William Schneider

PO 344 American Legal System (S: 3)

A comprehensive survey. Topics include historical origins and basic philosophy, American courts and legal procedure lawyers and the legal profession, modern comparisons (Britain and France), legal reasoning (common law precedent, statutory interpretation), some substantive manifestations (torts, contracts, property), and current weaknesses and unsolved problems (congestion and delay, legal ethics, etc.).

David R. Manwaring

PO 349 (CO 290) Politics and the Media (F: 3)

An analysis of the mass media's impact on the workings of the American Political System. Explored will be such topics as the media's interaction with political institutions, its role in campaigning, its use by office holders and politicians, its effect upon recent events in the political arena, e.g., its treatment of terrorism, violence, riots, etc.

Marie Natoli

Comparative Politics**PO 405 Politics in Western Europe I (F: 3)**

This course introduces comparison of national-level politics in Western Europe by comparing politics in Britain and France (including the Third, Fourth, and Fifth Republics). Special at-

tention will be given to the most important social forces, such as nationalism, religion, and social class, working through the most important political institutions, such as elections, parties, and parliamentary government. *Marvin Rintala*

PO 406 Politics in Western Europe II (S: 3)

This course introduces comparison of national-level politics in Western Europe by comparing politics in Germany (including the Imperial, Weimar, National Socialist, and present German political systems), Sweden, and Switzerland. Special attention will be given to the most important social forces, such as nationalism, religion, and social class, working through the most important political institutions, such as elections, parties, and parliamentary government.

Marvin Rintala

PO 409 Soviet Politics: From Lenin to Yeltsin (F: 3)

This course analyzes the Soviet political system, from its origins in 1917 through its collapse in 1991. Leninism and Stalinism will be analyzed. The Khrushchev and Brezhnev periods will be examined. Gorbachev and Yeltsin's roles in the demise of the USSR will be studied in detail. Finally, post Soviet politics will be explored.

Donald S. Carlisle

PO 416 Introduction to Chinese Politics (F: 3)

This course treats of the People's Republic of China after 1949. The focus is on political institutions, the policy-making process, and state-society relations. The course also includes a brief introduction to Chinese foreign policy. Not open to those who have taken PO 410.

Robert S. Ross

PO 417 Government and Politics of Japan (F: 3)

This course offers an overview of contemporary Japanese politics, designed for students with a general interest in Japan, as well as, for political science concentrators. It begins with a brief historical account, and proceeds to discussions of Japanese culture and society, electoral politics, decision-making structures and processes, and public policy issues in both domestic and foreign affairs.

Kenji Hayao

PO 423 From Empires to Nations (S: 3)

Analyses of the emergence, maintenance and decline of the major imperial systems. The bureaucratic empires of antiquity, including the Chinese and Roman enterprises, will be treated. The modern continental empires such as the Austro-Hungarian and Russian will be dealt with. Also examined will be the British and French overseas imperial experiences. Finally, contemporary problems, including Soviet and American issues and the emergent nation-states of the so-called Third World, will be discussed.

Donald Carlisle

PO 428 Politics in Latin America (F: 3)

This course examines Latin American politics in a comparative and historical context, using Mexico, Brazil, and Chile as case studies. Topics to be discussed include the changing role of the state in the economy, the political participation of different social groups, and transitions from

military to civilian regimes. Special emphasis will be placed on the role of political parties, social movements, and international actors in current attempts at democratization in the region.

Jennie Purnell

PO 435 Politics and the Movies: Heroes and Heroism (S:3)

This course examines the portrayal of Heroes, Heroines, and Heroism in the Movies. The class will view films that depict model characters and perennial problems which are political in nature or closely related to politics. Historically-based films, including the so-called Epics, will be analyzed in terms of these themes as well as for their treatment of ethical dilemmas and recurring philosophical questions. Required readings will supplement the movies in order to provide perspective on the context, events, and individuals presented in the films.

Donald S. Carlisle

PO 437 Political Change in the Third World (S: 3)

Introduction to the dynamics of political change in the Third World, drawing on case studies from Africa, Asia, and Latin America. The course examines the role of different types of states in political and economic development, and then turns to the issues of gender, religion, ethnicity, and class as forces in political change and conflict.

Jennie Purnell

PO 438 (HS 272) Introduction to Russian, Soviet, and East European Studies (F:3)

This course provides the student with the key themes, theories and approaches necessary for further detailed study of Russia, the former USSR, and the East European states. The major findings and methods used by specialists in various disciplines will be previewed and presented. Not open to those who have taken PO 080.

Donald S. Carlisle
Raymond T. McNally

PO 439 Leadership in Europe (F: 3)

This course centers on the questions: What is leadership? What kinds of leadership are there? These questions will be answered both analytically and empirically. The data will come partly from studies of political elites in modernizing and modern Europe and partly from the careers of some European leaders, including: Lloyd George, Churchill, and Thatcher in Britain; Blum, Mendes-France, de Gaulle, and Mitterrand in France; Bismarck, Hitler, Adenauer, and Brandt in Germany.

Marvin Rintala

PO 440 The National Character of European Politics (S: 3)

This course uses the concept of national character (or political culture) to understand politics in Western Europe, especially in Britain, France, Germany, Italy, and Spain. How has the distinctive character of each of these nations been formed? What is that distinctive character presently? What differences in political behavior flow from such differences in national character? What changes, if any, might be expected in each of these cases?

Marvin Rintala

International Politics

PO 501 International Politics (F: 3)

The nation-state system, its principles of operation and the bases of national power and policy are examined. This course serves as an introduction to the study of international politics.

Donald L. Hafner

PO 504 International Politics of Europe (S: 3)

An analysis of the main currents of international relations among European nations in recent decades, focusing particularly on the rise of Europe as a major international actor and the problems of building a new European community following the demise of the Soviet Union.

Donald L. Hafner

PO 516 American Foreign Policy (S: 3)

This course will examine the distinctive ways in which the American public and policy-makers have understood and applied principles of international politics during our nation's history. The domestic political as well as the intellectual foundations of American international behavior will be studied.

Donald L. Hafner

PO 520 (EC 396) (RL 300) The European Experience (Summer: 3)

Summer Study Program in Louvain, Belgium.

This interdisciplinary course is taught by Professors David Deese, Political Science, Jeffrey Howe, Fine Arts, Frank Murphy, History, Robert Murphy, Economics, and a wide range of officials from the European Community and professors from the University of Louvain. The thematic focus is the European Community's single internal market. Students live and attend classes at the Irish Institute of European Affairs in Louvain, which is a 20-minute train ride northeast of Brussels, Belgium.

Course units include historical and cultural roots of the European Community; the economics of integration; the political roots and motivations of the Community; the institutions and legal process; and selected art and architecture of Belgium and Europe.

David A. Deese

PO 525 Introduction to International Political Economy (F: 3)

Reviews the three contending classical approaches to the study of international political economy; liberalism, Marxism and mercantilism. Focuses on international trade, finance and the multinational corporation, and the underlying theory of international regimes. Extends the examination to the specific issues involved in East-West and North-South relations. Demonstrates and integrates the key theory and trends from the course through applied analysis of the continuing oil crisis and evolution in world energy markets.

David A. Deese

PO 526 International and Comparative Political Economy II (S: 3)

Offers students with prior coursework in international politics or political economy the opportunity to explore broad theoretical questions in international political economy. Applies emerging theory and modern history to the questions of

America's international position in the late twentieth century. Explores possible patterns in the rise and decline of empires and preeminent nations; lessons from periods of British preponderance; extent of current U.S. decline and implications for peaceful change and war in the international system. Not open to those who have taken PO 538.

David A. Deese

Political Theory

PO 603 The Moral Basis of the American Republic (F: 3)

Readings from Hamilton, Madison, Jefferson, John Marshall, Tocqueville, Lincoln, twentieth century Supreme Court decisions regarding obscenity and religion, and recent authors.

David Lowenthal

PO 606 Foundations of Modern Political Philosophy (F: 3)

An introductory consideration of a few seminal views. The course will glance at the post-modernist critique of modern life, by Foucault and Heidegger, and then reconsider the stages in the development of modern thought articulated by Nietzsche, Kant, and Machiavelli.

Robert K. Faulkner

PO 609 American Political Thought (S:3)

A study of instructive thoughts about the American experiment in liberal democracy. Readings will be drawn from statesmen of the various formative stages as well as from novelists and commentators. Special attention will be given to the meaning and consequences of different forms of equality and liberty.

Robert K. Faulkner

PO 614 American Political Thought (F:3)

A study of instructive thoughts about the American experiment in liberal democracy. Readings will be drawn from statesmen of the various formative stages as well as from novelists and commentators. In 1990-91 special attention will be given to the meaning and consequences of different forms of equality and liberty.

Robert K. Faulkner

PO 621 Topics in Classical Political Philosophy (F: 3)

The topic for this semester will be Plato's *Republic*, the most radical study of political reform ever written.

Christopher J. Bruell

PO 627 Shakespeare's Political Wisdom I (F: 3)

A study of *King Lear*, *Hamlet* and *Measure for Measure*.

David Lowenthal

PO 628 Shakespeare's Political Wisdom II (S: 3)

Four other Shakespearian plays studied with care. This course can be taken independently of PO 627.

David Lowenthal

PO 631 Ethics and Politics (S: 3)

What's good and what good is it in politics? A consideration of the shape and possibility of a just political order and of whether it can adequately encompass what is good. Readings and discussion will touch contemporary proposals and discuss a very few major alternatives selected from novel-

ists, playwrights, and philosophers such as Nathaniel Hawthorne, Edward Bellamy, Francis Bacon, Swift, Shakespeare, Aristotle, Plato, Locke, Nietzsche, and Mill.

Robert K. Faulkner

PO 644 Individual and Community (S: 3)

An introduction to various ways in which the relation between the individual and the larger political order has been conceived. Readings to include both classical and more recent works of philosophy and literature.

Susan Shell

Special Graduate Courses

PO 799 Reading and Research (F, S: 3)

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient. By arrangement

The Department

PO 801 Thesis Seminar (F, S: 3)

By arrangement

The Department

PO 802 Thesis Direction (F, S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement

The Department

PO 888 Master's Interim Study

The Department

PO 998 Doctoral Comprehensive

The Department

PO 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy.

The Department

P S Y C H O L O G Y

FACULTY

Marc A. Fried, *Professor Emeritus*; B.S., City College of New York; Ph.D., Harvard University

Ali Banuazizi, *Professor*; B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

Randolph Easton, *Professor*; B.S., University of Washington; A.M., Ph.D., University of New Hampshire

Marianne LaFrance, *Professor*; A.B., University of Windsor; A.M., Ph.D., Boston University

G. Ramsay Liem, *Professor*; A.B., Haverford College; Ph.D., University of Rochester

Michael Numan, *Professor*; B.S., Brooklyn College; Ph.D., University of Chicago

William Ryan, *Professor*; A.B., Ph.D., Boston University

Ellen Winner, *Professor*; A.B., Radcliffe College; Ph.D., Harvard University

Daniel J. Baer, *Associate Professor*; A.B., LaSalle College; A.M., Ph.D., Fordham University

Norman H. Berkowitz, *Associate Professor*; A.B., University of Massachusetts at Amherst; A.M., Ph.D., Boston University

Hiram H. Brownell, *Associate Professor*; A.B., Stanford University; M.A., Ph.D., Johns Hopkins University

Donnah Canavan, *Associate Professor*; A.B., Emmanuel College; Ph.D., Columbia University

Peter Gray, *Associate Professor*; A.B., Columbia University; Ph.D., Rockefeller University

Michael Moore, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Karen Rosen, *Associate Professor*; B.A., Brandeis University; Ph.D., Harvard University

M. Jeanne Sholl, *Associate Professor, Chairperson of the Department*; B.S., Bucknell University; M.S., Idaho State University; A.M., Ph.D., Johns Hopkins University

Joseph J. Tecce, *Associate Professor*; A.B., Bowdoin College; M.A., Ph.D., Catholic University of America

John Mitchell, *Assistant Professor*; B.A., M.A., Avern University, Canada; Ph.D., Concordia University, Canada

Gilda A. Morelli, *Assistant Professor*; B.S.C., University of Massachusetts, Boston; Ph.D., University of Massachusetts, Amherst

Nadim Rouhana, *Assistant Professor*; B.A., University of Haifa; M.A., University of Western Australia; Ph.D., Wayne State University

Kavitha Srinivas, *Assistant Professor*; B.A., Bangalore University; M.S., Purdue University; Ph.D., Rice University



PROGRAM DESCRIPTION

The Ph.D. Program at Boston College offers training in five areas: **Biopsychology, Cognition and Perception, Cultural Psychology, Developmental Psychology, and Social Psychology**. The program provides an intellectual environment that allows students to pursue their educational and research objectives working in close association with members of the faculty. In part, this is accomplished by maintaining a very low ratio of students to faculty. The number of students admitted each year is kept small enough to yield a student to faculty ratio of about 1 to 1.

The program adopts an ecological perspective to the study of psychology. Students are admitted whose interests fall within or bridge one or more of the five main concentrations of the Program. In addition, students must have demonstrated adequate preparation, ability, maturity, and motivation to pursue a demanding program of individual research and scholarship. The Program accepts both students who wish to pursue academic careers and those who seek employment in nonacademic settings. Recent graduates are working in academic settings, human services, industry, and governmental agencies.

The Ecological Perspective

While the faculty and students in the Program are involved in a wide range of individual research pursuits, they share a commitment to an "ecological perspective," which cuts across the various research specialties. What this means is that the members of the Program place more than the usual emphasis on the real-life contexts of the issues and processes that they study. This ecological perspective counters the frequent tendency for research to be responsive simply to the literature itself rather than to fundamental questions and needs. In planning and carrying out research on any psychological process, no matter how narrowly or broadly defined, the ecological perspective encourages the researcher to be continuously concerned with the contexts in which the process normally operates. It is a tenet of the ecological perspective that even the most basic research in psychology profits from a continuing awareness of the real-life contexts in

which behavior and experience take place, and conversely, even the most applied research profits from a continuing awareness of basic research findings and theory.

One concrete manifestation of the Program's ecological perspective is the incorporation of field placements in a student's program of study. In such placements, students make use of "real-world" environments to learn about aspects of behavior relevant to their research interests. In addition to the role that field placements play in basic research, experience has shown that such placements can provide a special advantage for those students who seek to secure employment in nonacademic settings upon completion of the Program.

The Five Concentrations

The research specialties of the faculty and students in the Program fall into five broad concentrations. Some faculty and students have interests that span concentrations. The division into the five concentrations provides a formal basis for groups of students and faculty working on related problems to meet frequently to help educate one another.

Concentration in Biopsychology. Faculty and students in the **Biopsychology Concentration** study the neural basis of behavior. One aspect of this research involves defining neural circuits underlying behavior in terms of their connectivity, neurochemical makeup, and functional role. Complementary interests deal with the effects of experience and endocrine factors on the neural substrates of behavior. Areas of study include neural and endocrine regulation of parental behavior in rodents; neural and endocrine regulation of sexual behavior in rodents; brain dopamine systems and behavioral activation; and the interactions between stress, adrenal hormones, hippocampal function, and memory. A wide range of techniques is used to analyze these problems, including: immunocytochemistry; neural tract-tracing; electrophysiology; computerized image analysis of brain systems; electrochemical detection of neurotransmitter release in the brains of behaving animals; *in vitro* study of primary cultures of dispersed neurons.

Concentration in Cognition and Perception. Faculty and students in the **Cognition and Perception Concentration** are studying mental processes and structures, their breakdown, and their application to a variety of common human settings and problems. Areas of study include spatial representation; relations among the perceptual systems; sensory substitution in the visually handicapped; imagery; memory; classification; attentional changes in aging and as a result of Alzheimer's disease as measured by EEG, EOG, heart rate, and muscle potentials; psychophysiology of stress; and the breakdown of language and communication skills and inferential abilities under conditions of brain damage.

Concentration in Cultural Psychology. Faculty and students in the **Cultural Concentration** are studying the sociocultural foundations of mental processes and behavior, at both the individual and group levels. Areas of study include cross-cultural studies of parenting and child development; cultural construction of the self and emotions; conceptions of mental illness and health in different cultures; the impact of war on children; human rights as a mental health issue; social-psychological dynamics of social change and conflict; and ethnic identity and political culture. These topics are pursued cross-culturally or as they apply to subcultures within the United States. Given the emphasis on the relationship between the individual and the sociocultural context, interdisciplinary research, involving such fields as anthropology, sociology, and history, is highly valued.

Concentration in Developmental Psychology. Faculty and students in the **Developmental Concentration** are studying social, emotional, and cognitive development, and developmental processes as they are affected by the familial and sociocultural context. Areas of study include attachment in normal and atypical populations; the emergence of self-knowledge and self-esteem; the role of the culture in skill development; the influence of care giving on sibling and peer relationships; the role of play in the development of interests and cognitive abilities; individual learning styles in a variety of educational settings; the development of artistic abilities in normal and gifted populations; and the acquisition of a theory of mind and the relationship between theory of mind and communication skills. Children from both western and non-western communities are studied.

Concentration in Social Psychology. Faculty and students in the **Social Concentration** are exploring social psychological processes at several levels, ranging from the individual and interpersonal to the group, intergroup, and organizational levels. Areas of investigation include the study of how nonverbal behavior and discourse processes reflect and affect social encounters; what conditions foster interpersonal conflict and its resolution; how the exercise of power in its various forms influences social relationships; how people negotiate equity in intimate relationships; the processes by which social cognitions come to be shared; how social categories, such as gender and ethnicity, frame and constrain social behavior; and what factors affect changes in self schemas and self esteem. Research strategies encompass the gamut of experimental and field methodologies.

The Program Structure

The Ph.D. Program has a flexible and mainly tutorial structure. Because of the Program's emphasis on tutorial relations to the faculty, a principal criterion for admission is that a student's interests be compatible with those of at least one member of the

faculty. Each student is admitted to work with a faculty member as his/her advisor. After initial consultation with the advisor, two other faculty members are added to form the student's advisory committee. The committee designs a specific program of studies, including course work within and outside the Psychology Department, research apprenticeships, fieldwork, and, most important, independent research. While the content of each student's work is different, there are certain elements common to the work of all students in the Program, as described in the following paragraphs.

Courses and research workshops. It is normally expected that students take the following three courses during their first year in the Program: (1) a two-semester research methods and statistics course dealing with both experimental and nonexperimental methodology and data analysis; (2) a two-semester Proseminar in Psychological Theory, with an emphasis on the ecological perspective; and (3) a seminar in the student's area of concentration. Students may take any number of other courses, selected by the student, with his or her advisory committee, to be consistent with the student's research and professional objectives. Students' educational needs will carry them across traditional disciplinary boundaries, so that taking courses in other departments in the University is quite common.

Each year, students participate in a research workshop, consisting of a small number of faculty and students who have shared or overlapping research interests. These workshops are coordinated by the faculty and advanced graduate students in the Program and are intended to provide a continuing source of support, collaboration, intellectual stimulation, and criticism for the students and faculty involved. Students are also expected to take part, with the faculty, in department-wide educational activities such as colloquia and general research discussion meetings.

Fieldwork. Students are encouraged to confront the processes that they are studying as they occur in settings other than the Boston College Psychology Department. Toward this end, students typically spend some time in settings that would provide them with an alternative view of the processes that they are studying. Depending on a student's particular needs and prior experience, fieldwork can involve work in other laboratories, or participant-observation in an organization or institution (e.g., school, hospital, court, government agency, organization for the perceptually handicapped, or a special applied research apprenticeship), or a formal internship in a human services agency. The faculty will help find field placements appropriate to each student's needs and wishes.

Independent research and dissertation. The *sine qua non* for achieving the Ph.D. degree is the proven ability to design and conduct independent scholarly research and to communicate and defend that research in a clear and concise manner. It is the dissertation research that provides the culmination of graduate education. Students are expected not only to acquire the very specific skills and knowledge needed to carry out their dissertation research, but also to acquire the broader knowledge needed to embed their research in an appropriate scholarly context. Students should have some idea of the kind of research they wish to conduct when they first apply to the Program. During their first year they become actively engaged in research within their general field of interest. After demonstrating research competency by the end of their second year, students then move on to develop a dissertation proposal. The final stage of this process, expected to occur in the fourth year, is an oral defense of the dissertation before the Department.

Assessment of academic progress. For the first two years, evaluation focuses on the student's progress in demonstrating competency in research and in three substantive areas. During the first year, students must demonstrate competency in one of five general areas: Biopsychology, Cognition and Perception, Cultural Psychology, Developmental Psychology, or Social Psychology. Competency in the general area is demonstrated at the end of the first year by a written exam. Students prepare for the exam by reading from list of readings in their area of concentration, and typically, by taking a seminar in their area.

Before the end of the first year, the student and advisory committee define a **focus** area centering on the student's research interests and an area **adjacent**, but related to the student's focal interest, which falls outside the general area studied in the first year. The student and committee design a program of study for the demonstration of competency in the focus and adjacent areas to be completed the second year. This proposal will include the form(s) of evaluation and a time frame for completion. In the second year, the student is also expected to demonstrate competency in all phases of the **research** process — from conceptualization and design through implementation, analysis, and written presentation.

At the end of the first year, the student's progress is evaluated on the basis of the general competency exam, papers, presentations, course work, research activities, and research assistantships, as well as other scholarly work done the first year. In each succeeding year, the student's progress toward completion of the Program is similarly reviewed. At the end of the second year, when the student has completed work in each competency area, a more thorough evaluation takes place and a decision is made as to whether or not to accept that student into formal doctoral candidacy. All evaluations are conducted by the Graduate Evaluation Committee working in conjunction with the student's advisory committee.

The Kind of Student Sought. As indicated earlier, the Department seeks students whose interests are compatible

with those of one or more faculty members. Thus, the program is ideally suited for students who have already developed research interests in a particular area of psychology. The emphasis on real-world application and fieldwork, along with basic research and theory, makes the Program appropriate for students who seek eventual employment in either academic or nonacademic settings. While most candidates will have majored in psychology as undergraduates, students who have majored in other fields are also invited to apply. The Program actively seeks out applications from minority students.

Financial Support

Students admitted to the Program are eligible for an annual stipend plus credit for full tuition remission for four years of graduate study. The stipend normally takes the form of a research assistantship the first year, a teaching assistantship the second, and a teaching fellowship during the third and fourth years. These research and teaching activities are usually selected to be consistent with a student's own educational objectives. Students receiving this financial support are expected to devote full time to their graduate work.

Application to the Program

To apply for the Ph.D. Program you should submit the following items to the Admissions Office, Graduate School of Arts and Sciences, Boston College, Chestnut Hill, MA 02167.

- a. Application form A1, with application fee.
- b. Application Form 2.
- c. Abstract of courses.
- d. Official college transcripts.
- e. At least two letters of reference from people who are knowledgeable about your potential for research and scholarship. These should be sent directly by those who write them.
- f. Scores from the Graduate Record Examinations and the Miller Analogy Tests.
- g. A short (two to three pages, maximum) statement of your interests as they relate to the Ph.D. Program. This statement should include your reasons for undertaking graduate education, and give some indication of the psychological processes or issues that you are most interested in studying.

Note: Applications are accepted for fall-term admission, only. The deadline for application is February 1.

COURSE OFFERINGS

Doctoral Program

PS 606 Experimental Design and Statistics (F: 3)

Prerequisite: An undergraduate course in statistics

This course focuses primarily on the design of research experiments and the inferential statistics used to assess their results. Analysis of variance

techniques will be emphasized which assess the main and interactive effects of multiple independent variables on single dependent variables.

Randolph D. Easton

PS 608 Multivariate Statistics (S: 3)

Prerequisite: An introductory course in statistics

This course provides a conceptual and practical introduction to multivariate statistics. Algebraic demonstrations are used to illustrate the inner workings of procedures, but otherwise the course content is not very mathematical, *i.e.*, there are no discussions based on matrix algebra or calculus. The major focus is on multiple correlation and regression. Other procedures, which are covered in less detail as time permits, include principal components and factor analysis, clustering analysis, and multidimensional scaling. Analyses performed using statistical packages are discussed in detail. Also addressed are general research issues such as research design, the logic of hypothesis testing, and the role of statistics in psychology as a discipline.

Hiram Brownell

PS 615 Advanced Seminar: Social and Emotional (S: 3)

Prerequisite: Developmental Psychology

In this seminar, we will explore qualitative changes that occur in social and emotional functioning from birth through adolescence. We will examine normative trends and individual differences in the development of attachment relationships, peer relations, self-control, aggression, sex-typed behaviors, empathy and prosocial behavior and morality. Contemporary issues such as the effects of day care, dual-career couples, divorce and single parenthood will be discussed. We will consider the social context within which children live and grow and explore the role of mothers, fathers, siblings, peers and schools in the developmental process.

Karen Rosen

PS 621 History and Theories of Psychology (F: 3)

Prerequisite: Consent of instructor

Survey of the philosophical roots and development of psychological thought from the Grecian and Medieval periods to the present. Emergence of science in the post-Renaissance period and the contributions of Descartes, Locke, British Empiricists and Associationists to the evolution of psychological theory. Review of major developments in nineteenth-century physiology, Darwin's evolutionary theory and its consequences for psychology, and the emergence of psychology as an independent discipline in Germany and the United States. The rise and demise of the major systematic positions in psychology—Structuralism, Functionalism, Gestalt, Behaviorism and Psychoanalysis. Overview of current theoretical developments and controversies in psychology.

Ali Bannazizi

PS 639 Seminar in Developmental Psychopathology (F: 3)

Prerequisites: Developmental Psychology and Abnormal Psychology

Developmental psychopathologists view psychological disturbances in terms of deviations from normal patterns of social, emotional, and cognitive development. An exploration of the origins, nature and course of psychological disorders at various ages will be made. Theoretical, empirical, and clinical issues in the area of developmental psychology will be discussed. An underlying theme that we will develop is that there is a reciprocal relationship between normal and atypical patterns of development. Our understanding of pathology can be informed by knowledge of what is "normal"; alternatively, we can gain greater insight into normal processes of development and the roots of competence, adaptation, and invulnerability by illuminating the causes and developmental consequences of psychopathology.

Karen Rosen

PS 645 Cultural Context of Child Development (S: 3)

Prerequisite: PS 136

The course examines the developing child from a cultural perspective. Topics related to the role sociocultural features play in arranging the daily lives of children, and how children appropriate the skills and competencies needed to be functioning members of their community will be examined. The perspective guiding the selection of reading materials is that knowledge emerges by active participation in day-to-day routines of the community. Topics for discussion include parenting and parental beliefs, gender-role, sibling and peer relationships, psycholinguistics, everyday cognition, and education and the transmission of knowledge. PS 145 is strongly recommended.

Gilda A. Morelli

PS 662 Health Psychology (F: 3)

Prerequisite: PS 073, PS 062, BI 110-112, BI 200-202, or permission of the instructor.

The role of psychological and biological factors in the cause, treatment, and prevention of biomedical disorders is discussed in the context of clinical and basic research. A relaxation method is practiced in class. Seminar format.

Joseph J. Tecce

PS 676 Self, Ethnic Identity, and Asian American History (S: 3)

Prerequisite: Permission of the instructor

This course is designed to explore Asian American history from the perspective of identity formation among Asian Americans. Asian traditions and culture along with the historical experiences of Asians in America will be examined in conjunction with the psychological literatures on self and ethnic identity. As a second historical source, students will conduct oral histories with family members, ideally intergenerationally. Par-

ticipants will also have an opportunity to learn first hand about contemporary issues facing Asian American communities in the Boston area. The course will be conducted in a seminar format in which students play an active role in facilitating discussion. In addition to a term paper, students will be invited to design a class project reflecting their collective understanding of self, ethnicity, and history. Enrollment will be limited to 15.

Ramsay Liem

Ps 680 Advanced Topics in Developmental Psychology (F:3)

Prerequisites: Graduate students: None
Undergraduate students: Ps 073 and Ps 136

This seminar explores major theories and issues in both cognitive and social developmental psychology. The seminar provides an overview of the current state of the field of developmental psychology. The course is open to advanced undergraduates as well as graduate students.

Ellen Winner

PS 681 Advanced Topics in Cultural Psychology (F:3)

Prerequisite: Permission of the instructor

This seminar reviews some of the major conceptual and methodological issues in the emerging field of cultural psychology. The topics include cognition, emotions, the self, gender roles, ethnic identity and conflict—all of which will be considered in their particular relationship to different Western and non-Western cultural traditions. In the case of each topic, the extent to which psychological processes, at both the individual and collective level, develop or are transformed by specific sociocultural environments will be explored. Given the inherently interdisciplinary orientation of cultural psychology, readings for the course will be drawn from the literature of anthropology, sociology, history, as well as psychology.

The course will be limited to advanced undergraduates or graduate students concentrating in any of the social science disciplines. Enrollment will be limited to 15.

Ali Bannazizi

PS 682 Advanced Topics in Social Psychology (S: 3)

Prerequisite: PS 131 or consent of instructor

This course will focus on exploring classic and contemporary issues in social psychology as well as investigating the role such issues play in real world concerns. Topics include social cognition, emotion and social behavior, gender and power, verbal and nonverbal communication, cooperation and conflict, dyadic and inter-group relationships and the social self.

Marianne LaFrance

PS 683 Advanced Topics in Behavioral Neuroscience (F:3)

Prerequisite: PS 150 or its equivalent, or PS 273/BI 481, or consent of instructor

The first half of this course will be taught in a lecture format, and the second half will be organized as a seminar. The lectures will focus on the neuroscience of reproduction and advanced readings will be assigned. Topics will include the neural and endocrine bases

of seasonal breeding, male and female sexual behavior, parental behavior, and sexual differentiation. For the second half of the course, each student will present one or two lectures to the class on a topic of his or her choice within the general area of behavioral neuroscience. These oral presentations will be based on independent library research. A final term paper, based on these readings, will also be required.

May not be taken by those who have previously taken PS 650.

Michael Numan

PS 684 Advanced Topics in Cognition and Perception (S:3)

Prerequisite: PS 147

This seminar will focus on issues that are important to our understanding of episodic and semantic memory. The issues that will be covered will include encoding and retrieval processes in memory, the study of interesting lapses of memory such as the tip-of-the-tongue phenomenon, the study of how bilinguals and multilinguals represent information in the two languages, the failure of memory in brain-damaged populations, and the link between memory for events and the perception of events. May not be taken by students who have previously taken PS 644.

Kavitha Srinivas

PS 703-704 Research Workshops (F: 3-S: 3)

Workshops are designed primarily to permit an exchange of research and theoretical interests of faculty and students. All participants share in the presentation and discussion of their work. In addition, recent developments in the literature of mutual interests will be reviewed and critiqued.

The Department

PS 707-708-709 Fieldwork Seminar (F: 3-S: 3; Summer: 3)

In this course, students work in human service, educational or business settings to gain exposure to the issues and problems faced by practitioners within the student's area of research interest. Arrangements for fieldwork are made between the student and his or her major advisor.

The Department

PS 770-771 Proseminar: Psychological Theories and Systems (F: 3-S: 3)

This is a core proseminar for the graduate program which reviews the basic conceptual, propositional, and empirical foundations of classic and contemporary psychological theories, with emphasis on an ecological perspective.

Peter Gray

Two Summer Human Interaction Institutes:

PS 824 Resolving Conflict: Interpersonal and Intergroup

Graduate Prerequisite: None

This workshop offers theory and practice in dealing with the conflicts that arise in social interaction between individuals or groups. Topics include the processes leading to constructive versus destructive conflicts, the role of attributions in generating relational conflicts, methods for preventing or de-escalating interpersonal and intergroup conflict, including third-party interventions. This experience-based workshop combines lectures and exercises in a design that enables participants to

make individualized applications in areas of interest to them.

Workshop conducted on two weekends, May 21-23 and June 4-6. For further information, contact the Boston College Summer Session, 314 Fulton Hall.

Norman Berkowitz

PS 825 The Social Self: Group Influences on Personal Identity (Summer)

Graduate Prerequisite: None

The subject of this workshop is how membership in the distinctive societal groupings—defined by ethnicity, race, sex, age, religion, social class, ideology—affects the way individuals perceive themselves and deal with others. The workshop looks at intergroup relations and the psychology of the social self to aid in understanding personal identities in a heterogeneous society. Participants examine their own life histories, socio-identities, and social relationships in a guided process of self inquiry. Workshop conducted on two weekends, June 11-13 and June 25-27. For further information, contact the Boston College Summer Session, 314 Fulton Hall.

Donnah Canavan

The following courses are offered by the Department on an occasional basis:

PS 637 Child Development

PS 648 Cognitive Neuropsychology

PS 656 Social Psychology of Conflict

PS 677 Psychology and Social Change

PS 758 Social Inequality and Social Policy

INSTITUTE OF RELIGIOUS EDUCATION AND PASTORAL MINISTRY

FACULTY

Robert P. Imbelli, *Director, and Associate Professor of Theology*

Maureen R. O'Brien, *Assistant Director for Academic Affairs*

Sandra A. Hurley, *Assistant Director for Administration*

Carol A. Regan, S.U.S.C., *Sabbatical Program Coordinator*

Thomas H. Groome, *Professor of Theology and Religious Education*

Mary C. Boys, S.N.J.M., *Associate Professor of Theology and Religious Education*

Claire E. Lowery, *Adjunct Associate Professor of Pastoral Ministry and Field Education Program Coordinator*

Elizabeth H. Galbraith, r.c., *Lecturer, Spirituality*



PROGRAM DESCRIPTION

The Institute of Religious Education and Pastoral Ministry at Boston College is one of the largest graduate facilities in North America dedicated primarily to educating women and men for academic and professional competence in religious education and pastoral ministry. The Institute offers the combined resources of the Theology Department, the School of Education, and its own core Religious Education and Pastoral Ministry faculty, plus the opportunity to cross-register for courses in any of the nine different theological schools in the Boston area which form the Boston Theological Institute. The various programs of the Institute aim at the integration of theological reflection, personal experience, and practical ministerial skills. The Institute offers a Master of Education in Religious Education (M.Ed.), a Master of Arts in Pastoral Ministry (M.A.), a Certificate of Advanced Educational Specialization (C.A.E.S.), and a Doctorate in Religion and Education (Ph.D.).

Master of Education in Religious Education (M.Ed.)

Candidates for the Master's degree in Religious Education study a core curriculum which enables them to integrate critically theological, biblical, and ethical studies with the perspectives and insights of contemporary educational theory and practice and with the social sciences. The core distribution includes courses in theory, history and practice of religious education, systematic theology, biblical studies, and the psychology and sociology of religion.

For students who enter the program with little or no prior experience in the practice of religious

education, but even for experienced students who want to extend and diversify their practical skills in the field, Field Education and Supervised Practicums are available in a broad range of parishes, public and parochial high schools and elementary schools.

The M.Ed. in Religious Education normally requires 36 credit hours of course work for academic year students and 30 credit hours for summer students. Written and oral comprehensive examinations are required. Students with deficiencies in their academic backgrounds may be required to complete course work in excess of these minimum requirements.

Master of Arts in Pastoral Ministry (M.A.)

Candidates for the M.A. in Pastoral Ministry follow a core curriculum which includes courses in systematic theology, biblical studies, religious education, and courses related to the student's particular ministerial concentration. These concentrations are as follows:

- Pastoral Care and Counseling
- Social Justice/Social Ministry
- Liturgy and Worship
- Religious Education
- Leadership/Church Management
- Spirituality and Ministry
- Hispanic Ministry
- Joint M.A./M.S.W. in Social Work

The last three programs are described in more detail below.

A special aspect of the M.A. program is a required Field Education program that combines field placement and a Supervised Practicum during the academic year or one six-week summer session. In addition, the Integrative Colloquium is required for all M.A. students.

For the M.A. in Pastoral Ministry, 36 to 39 credit hours are ordinarily required for academic year students and 30 credit hours for summer students. Written and oral comprehensive examinations are required. Students with deficiencies in their academic backgrounds may be required to complete course work in excess of these minimum requirements.

Spirituality and Ministry Concentration

The Spirituality and Ministry concentration within the Master's Program in Pastoral Ministry combines the following elements: theological and biblical studies; courses in the foundations, history and contemporary study of spirituality; field education placement in one of the spiritual life centers in the Boston area; a weekly practicum in contemporary spirituality and spiritual direction with the staff of the Center for Religious Development in

Cambridge, Massachusetts; and the integrative colloquium required of all M.A. students.

The purpose of the concentration is to help pastoral ministers become more familiar with the dynamics of spiritual growth and more skillful in the ministry of spiritual enablement within their respective parishes, schools, or communities.

This program has a limited enrollment, and priority will be given to those who apply by March 1 for the following September.

Hispanic Ministry Concentration: A Joint Program with the Mexican American Cultural Center (MACC)

This program is conducted jointly with the Mexican American Cultural Center in San Antonio, Texas. It is designed to provide the theological, cultural, and ministerial preparation most relevant for both Hispanic and non-Hispanic persons engaged in ministry to the Spanish-speaking community in the United States. Half the course work, including the ministerial practicum, takes place at the Mexican American Cultural Center in San Antonio. The other half of the course work is done at Boston College either during the academic year or during the summer.

This program requires bilingual competency or the willingness to achieve basic competency in Spanish while studying for the degree.

Joint Master of Arts in Pastoral Ministry (M.A.) and Master of Social Work (M.S.W.)

This program enables students to study concurrently for the M.A. degree in Pastoral Ministry and the M.S.W. in Social Work. The combined curriculum integrates the academic study of theology and social work with two supervised Field Education placements. Students enrolled full time may expect to receive the two degrees in approximately three years (length of time may vary if students take summer courses in Pastoral Ministry).

Prospective students must apply to both the Institute and the Graduate School of Social Work. Please see the description of this program under the Social Work section in this Catalog.

Certificate of Advanced Educational Specialization (C.A.E.S.)

Students who hold a Master's degree in theology, divinity, religious education or a closely related field, and who have at least three years of professional experience in ministry, may apply for a program leading to the Certificate of Advanced Educational Specialization (C.A.E.S.).

The program enables persons with particular goals to pursue their specialized interests. It is also valuable for those who wish to broaden their religious, educational, and theological background.

Programs are tailored to meet individual needs. Minimum core requirements are de-

terminated on a case-by-case basis after evaluation of the student's academic background. Religious education courses are required. C.A.E.S. students prepare a project on a subject of specialized ministerial or educational concern. The project serves as the basis for the written and oral examinations that are required of all students. Credit requirements for the C.A.E.S. are the same as those ordinarily required for the M.Ed., i.e., 36 credit hours for academic year students and 30 credit hours for summer school students only.

Sabbatical Renewal in Ministry Program

This is a program designed for the mature church minister who needs to "come away for awhile." Participants renew themselves academically, spiritually and physically by auditing courses that meet their own interests and needs. In addition, they participate in a variety of activities that are directed toward the renewal of the whole person. These include workshops on topics of interest to the experienced minister, such as a bi-weekly colloquium and transition in ministry workshops; opportunities for spiritual direction and counseling; and cultural, historical, and artistic opportunities provided in the greater Boston area.

The Boston College sabbatical program is unique in that it offers the resources of the entire University to the participant. These include the Recreation Complex, courses outside the theological disciplines, and university lectures, concerts, and plays.

The sabbatical program has limited enrollment. Preference is given to those who can attend from September to May. Applications are accepted on an ongoing basis. International applicants should apply at least 3 months prior to their expected entrance date so that additional immigration forms can be processed.

Interdisciplinary Doctorate in Religion and Education (Ph.D.)

The Institute coordinates the program of Doctoral Studies in Religion and Education offered by the Theology Department and the Graduate School of Education. Students with an appropriate Master's degree (e.g., in theology, religious studies, or religious education) are usually required to complete 50 hours of coursework. In addition, doctoral students are expected to fulfill the foreign language requirement, pass comprehensive examinations, and submit and defend a dissertation.

A separate prospectus for this program is available from the Institute. *Enrollment is highly selective, and the application deadline for September study is February 15.*

COURSE OFFERINGS

TH 430 (ED 439) The Psychology of Religious Development (F: 3)

A survey of major psychological perspectives on the foundation and development of religious consciousness and identity over the life cycle. The course will emphasize the student's personal integration of theological and psychological visions of development and will allow the student to concentrate attention on the periods of development that are of greatest pastoral or personal significance (e.g., adolescence, young adulthood, mid-life, etc.) *John McDargh*

TH 433 Foundations of Christian Ethics (F: 3)

It is the purpose of this course to provide the student with an overview of the elements essential for a basic understanding of Christian morality as articulated in the Roman Catholic tradition. Its basic concerns are as follows: the nature of Catholic Theological Ethics, the moral agent in Catholic theology, the nature and function of moral norms, the role of personal conscience, and some reflections on sin and virtue.

James O'Donohoe

TH 473 Theology of the Church (S: 3)

A theological exploration of the identity and mission of the Church, founded in the New Testament witness and in the renewal of Vatican Two. The course will offer an approach to the Church as Sacrament of the Spirit and to the task of the Church as promoting transformation in the Spirit of Jesus Christ.

Francis A. Sullivan

TH 532 Art of Pastoral Counseling (S: 3)

This course will examine the prophetic nature of the pastoral counseling relationship. Attention will be given to the pastoral counselor as mediator between the world of human experience and the theological tradition. Topics will include the major issues and questions operative in the practice of pastoral counseling. Practicum sessions, including the use of video, role play, and taping, will focus on dynamics, techniques, and models of pastoral counseling.

Claire E. Lowery

TH 535 Theological Foundations for Contemporary Spirituality (F: 3)

This course will consider spirituality as awareness of and response to God's self-revelation and continuing engagement with us. It will focus on contemporary religious experience and spiritual growth considered in themselves and in light of the Christian spiritual tradition. Topics will include the integration of a contemplative attitude with life activity, the developing relationship with God, the growth of Christian freedom, and spiritual life amid conflicting religious values. The course will include reading, reactions to presentations, individual and group reflection.

William Connolly, S. J.

TH 539 (ED 630) Biblical Interpretation in Education and Ministry (S: 3)

This course will enable participants to analyze patterns in the use of biblical texts and to make explicit their own ways of using texts, to understand contemporary biblical scholarship in its historical context, and to apply that context to topics such as fundamentalism and feminist hermeneutics, and to explore ways of teaching Scripture with scholarly imagination.

Mary C. Boys

TH 600 Leadership and the Practice of Ministry (S: 3)

Leadership is a critical issue in the understanding and practice of ministry today. This course will examine the meaning of leadership and its relationship to church and society by drawing on existing theories and life experience. Classes will focus on the following topics: communication as a vital part of the leadership process; the impact of behavior and situational variables on effective leadership; the role of the leader; personality needs and job demands as major factors in promoting effective leader behavior; exploration of appropriate leadership styles in parish and other church-related ministries today; dynamics of planning, decision-making and implementing change.

Ann Morgan

TH 601 Creative Life Study (F, S: 3)

Life Study uses Intensive Journal procedures to put us in intimate contact with the life, wisdom and spirituality of creative persons in history. We become "Journal Trustees," i.e., keep a journal on their behalf. This vital contact with the inner life can evoke our own life-wisdom and broaden our spiritual path. Previous attendance at Journal workshops is recommended.

Elizabeth H. Galbraith, r.c.

TH 605 Theology and Pastoral Practice: Integrative Colloquium (F: 3)

The fine art of doing theology is dependent upon a "habit of vision." It is connected to one's ability to bring together in both action and word the experience of contemplation, empathy, and reason.

This integrative colloquium in pastoral ministry will provide a learning experience designed to strengthen the minister's ability to draw upon the language of faith in the practice of ministry. Participants will be challenged to bring to reflection and dialogue issues addressing the contemporary practice of ministry with the collective wisdom of the Christian tradition.

This course is required of all pastoral ministry degree students.

Claire E. Lowery

TH 606 (ED 836) Teaching: The Pedagogy of Ministry (S: 3)

This course will center on developing and practicing specific teaching strategies appropriate for education in faith, especially for adolescents and adults. It will include attention to one's own style of learning and to the literature on critical thinking.

Mary C. Boys

TH 617 Intensive Journal Method and the Spiritual Life (F, S: 3)

The Intensive Journal course consists of two weekend workshops, readings in Progoff and bi-weekly meetings with the instructor. It introduces the student to Progoff's Intensive Journal Method, its procedures and principles. Students will learn to work non-judgmentally with their life defining issues, clarifying commitments, and exploring relationships. The goal is to focus, clarify and integrate life experiences.

Elizabeth H. Galbraith, r.c.

TH 638 Advanced Intensive Journal Method and the Spiritual Life (F, S: 3)

The Advanced Journal course deepens students' understanding of the Journal method, and their own life processes and principles. In doing so, students come to appreciate the holistic principles operative in their life and God's activity therein. The course includes advanced work with dreams and imagery, and treats special questions such as discernment, integration, and transformation as they arise.

Elizabeth H. Galbraith, r.c.

TH 640 Pastoral Care: Death and Dying (S: 3)

This course will serve as a thorough introduction to the basic theological-pastoral dimensions of pastoral care with those experiencing grief and loss resulting from death and the processes of dying. Special attention will be given to the role of the ecclesial community, as well as other supportive communities, such as hospice, in rendering support. The role of faith and the place of ritual will be examined from an ecumenical perspective. It is desirable that students take this course in conjunction with ministerial field education in a setting associated with these pastoral concerns and issues.

John Grimes

TH 707 Psychological Foundations for Pastoral Counseling (F: 3)

This course provides students with the opportunity to consider several contemporary models of personality and human development that will assist them in the practice of pastoral counseling. Case studies and concrete situations will illustrate such models as object relations and humanistic and psychodynamic theories. Themes will include normality and integration, personality growth and sexuality, play and the irrational, and the links between psychological and theological experiences.

Michael St. Clair

TH 708 Ministry to the Troubled Personality (S: 3)

This course will assist the minister in handling common and current forms of human

disturbance. Using case studies and the insights of contemporary models of the person, we will consider depression, neurosis, narcissism, eating disorders, the borderline personality and problems in relationships. Practical application of theoretical knowledge to counseling and pastoral situations will also be examined.

Michael St. Clair

TH 717 (ED 635) Educating Christians: Past, Present, and Future (S: 3)

This course draws upon the history of the Church's educational ministry to enlighten its present pastoral praxis. It places emphasis on reading original and classical documents as a treasury of wisdom for religious education and pastoral ministry today and tomorrow. The course closely parallels the history of theology and the history of Western education.

Thomas H. Groome

TH 739 Jesus Christ and Human Transformation (F: 3)

At the heart of the Gospel narrative is the question: "Who do you say I am?" The issue of the identity of Jesus is foundational to the identity and mission of the Christian and the minister. The course will explore this foundational issue in dialogue with the Church's Christological tradition and contemporary questions and concerns. Its theological and pastoral focus will be upon the structure and scope of transformation in Christ.

Paul Ritt

TH 764 Ministry, Personality and Culture (F: 3)

Both a theology of ministry and psychology of self as minister are useful resources of Church leadership. These topics will be explored from the perspectives of Catholic faith tradition, family systems theory, and changing American culture.

John Grimes

TH 816 (ED 539) Sharing Faith in Religious Education and Ministry (F: 3)

The course proposes the foundations for a participatory and empowering approach to religious education and pastoral ministry. Through shared reflection on praxis and on course readings, participants are invited to appropriate and make decisions about their own approach to the ministry of "sharing faith."

Thomas H. Groome

TH 901 (ED 735) Traditions of Religion and Education (F: 3)

This course is designed to involve participants in creating a framework for analysis of modern theological and educational movements in order to more perceptively engage in the practice of religious education.

Mary C. Boys

Courses Offered at the Mexican American Cultural Center in San Antonio, Texas for the Hispanic Ministry Program**TH 602 Field Education and Supervised Practicum in Hispanic Pastoral Ministry (S: 5)**

This program provides the student with supervised experience in Hispanic Ministry. Placements provide an opportunity for a high degree of creativity and responsible innovation. Through supervision in the field, discussion with

other participants, reading and reflection, students become familiar with the needs of the Hispanic community. Students also participate in a "supervised practicum" each week designed as an exploration of the theological and ministerial insights drawn from the field experience.

Faculty Practicum Committee: *Juan Alfaro, John Linskens, Virgil Elizondo, Rosa Maria Icaza*

TH 612 Culture and Religion (F: 3)

This course will study culture in general, religion as a component of culture, and the relationship of these to the explicit revelation of God in Jesus Christ. The popular expressions of faith will be given particular attention, with the Mexican American culture of the U.S. Southwest as a paradigm for the understanding of a cultural-religious expression.

Virgil Elizondo

TH 630 The Prophets: God's Critics of Humanity's World (F: 3)

A study of the major prophets of the Old Testament, this course will develop an understanding of the enduring vocation of God's prophets: to recognize the truly evil in a particular society, to call God's People to conversion of heart, and to remind them that God's loving fidelity is always theirs.

Juan Alfaro

TH 635 The Hispanic Family (F: 3)

In a society which threatens its foundations, the Hispanic family responds with resilience. A study of its history, present reality, values, possibilities, changing values, and structure is the basis of this course.

Rosendo Urrabazo

TH 636 The Synoptic Gospels: The Demands of Discipleship (F: 3)

The gospels of Mark, Matthew and Luke present portraits of Jesus Christ incarnated in a particular context. This course will develop the themes of discipleship in Mark, the reign of God in Matthew, and the relationship of Jesus to the poor in Luke. Eucharistic themes will be treated in depth.

John Linskens

Field Education, Directed Research, Doctoral Seminar**TH 530 Field Education and Supervised Practicum in Pastoral Ministry (S: 3)**

This program provides the students with supervised experience in their areas of ministerial specialization. These areas include social ministry, pastoral care and counseling, spirituality, church administration, liturgy and religious education. Through supervision in the field, discussion with other participants, reading and theological reflection, students become familiar with the needs of special groups of people, and develop models of ministry that are applicable to their own situations.

In addition to their field experience, students participate in a supervised practicum during the spring semester. The practicum is a group exploration of the theological and ministerial concerns drawn from the field experience. Process analysis will be used to critique perfor-

mance and develop personal skills and individual styles of ministry.

Field Education is a three-credit program over one academic year. While students begin Field Education in the fall term, they do not register for these three credits until the spring term.

Claire E. Lowery

TH 538 Directed Research in Pastoral Ministry (F, S: 3)

Directed research courses are an opportunity for students to pursue special scholarly and pastoral interests for graduate credit, with the aid of a faculty advisor. Only persons studying for a degree may take directed research. Ordinarily only one such project may be undertaken in the course of the master's program. Subject matter and requirements must be worked out with the professor and approved by the Institute's Assistant Director for Academic Affairs.

Claire E. Lowery, Coordinator

ED 830 Directed Research in Religious Education (F, S: 3)

Directed research courses are an opportunity for students to pursue special scholarly and pastoral interests for graduate credit, with the aid of a faculty advisor. Only persons studying for a degree may take directed research. Ordinarily only one such project may be undertaken in the course of the master's program. Subject matter and requirements must be worked out with the professor and approved by the Institute's Assistant Director for Academic Affairs.

Maureen R. O'Brien, Coordinator

ED 936 Doctoral Seminar in Religious Education (F, S: 3)

This seminar provides an occasion for IREPM doctoral students to study classic works in the field of religious education and to prepare proposals for their dissertations. It meets fourteen times each academic year. Three credits are received for each of the two years of participation in the seminar. Second-year doctoral students lead portions of the seminar.

Institute Permanent Faculty

Weekend Course Series

Weekend courses are fully accredited and satisfy Institute degree requirements. Each of these courses meets on Fridays from 4:00 p.m. to 9:00 p.m.; Saturdays from 10:00 a.m. to 4:00 p.m. on three separate weekends.

TH 771 The Bible and Politics: Uses and Abuses (F:3)

The history of the United States has been marked by persistent efforts to understand national destiny in light of the Bible. This course will analyze ways in which the Bible has been used and misused. Analysis will be aided by identification in the Bible of five models for relating religion to the civil realm. We will seek to define guidelines for a religiously faithful and politically responsible way of applying biblical tradition to the social and political issues we face, such as tax structure, government support of education, and American foreign policy, especially in the Middle East. We will attempt to clarify how the Bible can be studied in our educational institutions so as to release its

potential contribution to public virtue while avoiding undeniable pitfalls. Each student will choose one specific contemporary problem as a point of focus.

This course will meet on the following dates: September 17–18, October 22–23, November 19–20.

Paul Hanson

TH 772 The Public Church: Vision, Mission, Spirituality (S: 3)

"Public church" designates an emerging, multidimensional new paradigm for community and faithfulness in this decade and the twenty-first century. Church, in this new paradigm, combines deep grounding in Christian faith with a specific openness to and engagement with other Christians and the wider public. Inviting Christians to vocational courage and faithfulness in contemporary society, public church offers catalyzing leadership in evangelization and in addressing the spiritual and material conditions that affect the common good. In three weekend sessions we will explore, with specific reference to North American reality, the vision, mission, and spirituality of public church.

This course will meet on the following dates: February 4–5, February 25–26, March 25–26.

James Fowler

ROMANCE LANGUAGES AND LITERATURES

FACULTY

Joseph Figurito, *Professor Emeritus*; A.B., Boston College; A.M., D.M.L., Middlebury College

Joseph D. Gauthier, S.J., *Professor Emeritus*; B.S., Trinity College; A.M., Boston College; S.T.L., Weston College; D.esL., Laval University

Guillermo L. Guitarte, *Professor Emeritus*; Profesorado, Filosofia y Letras, Buenos Aires

Vera Lee, *Professor Emeritus*; A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

Marie L. Simonelli, *Professor Emeritus*; Dotre in Lettere e Filosofia, University of Florence; Libera Docenza in Filologia Romanza, Rome

Dwayne E. Carpenter, *Professor*; B.A., M.A., Pacific Union College; Ph.D., University of California at Berkeley; Ph.D., Graduate Theological Union at Berkeley

J. Enrique Ojeda, *Professor*; Licenciado, Universidad Catolica Del Ecuador; A.M., Ph.D., Harvard University

Rebecca M. Valette, *Professor*; A.B., Mount Holyoke College; Ph.D., University of Colorado

Norman Araujo, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Matilda T. Bruckner, *Associate Professor, Chairperson of the Department*; A.B., Bryn Mawr College; M.P., Ph.D., Yale University

Jeff Flagg, *Adjunct Associate Professor*; B.A., University of Massachusetts; M.A., Brown University; Ph.D., Boston University

Rena A. Lamparska, *Associate Professor*; LLM, University of Wroclaw; M.A., Catholic University of America; Ph.D., Harvard University

Kevin Newmark, *Associate Professor*; B.A., Holy Cross; M.A., Middlebury College, France; Ph.D., Yale University

Betty Rahv, *Associate Professor*; A.B., Sweet Briar College; A.M., Middlebury College; Ph.D., Indiana University

Elizabeth Rhodes, *Associate Professor*; B.A., University of Richmond; M.A., Ph.D., Bryn Mawr College

Harry L. Rosser, *Associate Professor*; B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill

Laurie Shepard, *Associate Professor*; B.A., Wesleyan University; M.A., Ph.D., Boston College

Irene Mizrahi, *Assistant Professor*; B.Sc., Technion-Israel Institute of Technology; M.A., Ph.D., University of Connecticut

Ourida Mostefai, *Assistant Professor*; Licence de Lettres, Universite de la Sorbonne, Nouvelle, Paris; M.A., Ph.D. (cand.), New York University

Mary Ellen Kiddle, *Adjunct Assistant Professor*; B.S., University of Wisconsin; M.A., Middlebury College; M.A., University of California at Berkeley; Ph.D., Brown University

Stephen C. Bold, *Instructor*; B.A., University of California at Berkeley; M.A., Ph.D. (cand.), New York University



PROGRAM DESCRIPTION

M.A., M.A.T., and Ph.D. Programs

The Department includes the fields of French, Italian, and Spanish (Peninsular and Spanish American) literatures. It offers Master's level programs in all areas, with a concentration in one Romance literature and/or culture. These programs are specially designed to develop and strengthen teachers at the secondary school level or to prepare teacher/scholars who may continue on to the Ph.D. In the Ph.D. program, students specialize "vertically" in French or Spanish literature or "horizontally" in a period or genre that crosses three Romance literatures. In this latter program, the Ph.D. in Medieval Studies is unique in the Boston area and one of the special strengths of Boston College.

Prerequisites for Admission

Students applying for admission to graduate degree programs in the Romance literatures must satisfy the following prerequisites.

They must have achieved a general coverage of their major literature at the undergraduate level. A formal survey course, or a sufficient number of courses more limited in scope, passed with distinction, satisfies that requirement. At least four semesters of period or general courses in the major literature must be included in the student's undergraduate record, or as graduate work completed at other institutions.

The deadline for applications to the Graduate School of Arts and Sciences is July 1 for September admissions and the deadline for financial aid requests is March 1. The Department strongly recommends that students apply by April 1 for September admissions and by February 1 for monetary support.

Note: For more complete information concerning the graduate programs, please

consult the Graduate Handbook of the Department of Romance Languages and Literatures.

Master of Arts Degree in French, Italian or Spanish Literature and Culture

This Master's program is designed to prepare scholars and teachers who may wish to continue their work toward the Ph.D. The program enables students to acquire a broad understanding of the literature and culture of their area of specialization (French, Italian, Peninsular Spanish or Spanish American).

Candidates for the M.A. in Literature and Culture earn a minimum of thirty credits in a wide range of courses in one Romance language. Reading knowledge of a second language must be demonstrated. At the discretion of the student's advisor, any foreign language which is neither the major nor the student's native language may be offered in fulfillment of this requirement.

All candidates are expected to demonstrate oral proficiency at the Advanced level of the ACTFL Scale in an interview with a designated faculty member. This requirement must be met before students are admitted to the oral comprehensive examination.

The comprehensive oral examination of one hour's duration is based on course material and a reading list specified for French, Italian or Spanish literature (or a choice of questions on French or Italian literature).

Oral examinations, scheduled in October or April, are conducted in the target language.

Master of Arts Degree in Language and Culture

This program is specifically designed to train current or prospective teachers at the secondary school level who wish to work with greater emphasis on their major field of undergraduate specialization or strengthen their command of a second Romance language and its literature and culture. With appropriate course work, this program can lead to teacher certification. Candidates in other fields, such as International Business or Public Health, will also find this program valuable, given its cultural and linguistic orientation.

Of the thirty (30) credits taken in the Department of Romance Languages and Literatures, a minimum of twenty-four (24) should focus on a single language: French, Italian or Spanish.

All candidates are expected to demonstrate oral proficiency at the Intermediate High level of the ACTFL Scale in an interview with a designated faculty member. This requirement must be met before students are admitted to the oral comprehensive examination.

The one-hour oral comprehensive examination covers the candidate's course work and two literary works specified in advance to be analyzed for their literary, linguistic and cultural content.

Master of Arts Degree in Teaching

Offered in cooperation with the School of Education, this program is designed to provide certification and continued professional development for secondary school teachers of French, Italian or Spanish.

Candidates for the M.A.T. in Romance Languages and Literatures must earn 15 credits in their target language. Consult the Departmental Graduate Handbook concerning other requirements.

All candidates are expected to demonstrate oral proficiency at the Intermediate High level of the ACTFL Scale in an interview with a designated faculty member. This requirement must be met before the students are admitted to the oral comprehensive examination.

The one-hour oral comprehensive examination covers the candidate's course work and five short literary works chosen in consultation with the student's advisor.

The Doctor of Philosophy Degree

The Department of Romance Languages and Literatures offers doctoral students a course of study specially adapted to individual needs and designed to train effective scholars and teachers. Students may structure their programs according to one of two distinctive models:

Plan I: Ph.D. in French or Spanish Literature and Culture: Students structure their programs according to a vertical specialization that gives broad coverage through the chronological development of one Romance language, literature, and culture (French or Spanish).

Plan II: Ph.D. in Romance Literatures: Students structure their programs according to a lateral specialization that focuses on one period or genre in three different languages and literatures.

Plan I: Ph.D. in French or Spanish Literature and Culture

• **Broad Chronological Coverage:** With the help of their advisors, students select courses to develop broad coverage of their major literature from the Middle Ages to the present. Given the nature of the comprehensive examinations, students are encouraged to take courses in all centuries.

• **Specialization:** In addition to developing general competence, students specialize in a period according to one of the following options:

a) *French:* any two consecutive centuries. (Exceptions involving non-consecutive centuries are possible, with the approval of the advisor and the Director of Graduate Studies).

b) *Spanish:* Middle Ages and Renaissance, Golden Age, Nineteenth and twentieth centuries and Spanish-American literature

(Exceptions to these options are possible, with the approval of the advisor and the Director of Graduate Studies.)

• **Related Graduate Courses:** With the approval of their advisors, students may include in their doctoral program up to six credits earned in related courses, if they are relevant to their field of specialization. These may include graduate courses in other Romance or non-Romance literatures, language pedagogy, Fine Arts, History, Philosophy, etc.

Plan II: Ph.D. in Romance Literatures

• **Lateral Coverage:** Early in the program, the student should formulate a coherent program of studies in consultation with the advisor. Students select three Romance literatures and a period or genre that merits investigation across linguistic and national boundaries. The student may elect a non-Romance literature as the third literature with the approval of the advisor and the Director of Graduate Studies.

• **Medieval Studies:** Given the particular strengths of Boston College, concentration in Medieval Studies is an important option within this lateral model. Students may choose any three of the following literatures: Medieval French, Italian, Spanish, Provençal, or Latin. Students are encouraged, with the approval of their advisor, to include extradepartmental courses in their doctoral program: 12 credits if they are entering with a B.A., 6 credits with an M.A. Boston College has a rich array of medieval offerings in Theology, Philosophy, History, Fine Arts, Literature, and Political Science.

• **Language Competence:** For admission to the Romance Literatures Ph.D., applicants must have fluent command of at least one Romance language and a working knowledge of a second. The student must initiate the study of the third language as soon as possible, so as to develop graduate capabilities in all three literatures within the time limits set for the comprehensive examinations.

Admission to the Ph.D. Programs

• **Students with a Master's Degree:** Students accepted for the doctoral program are granted transfer credit for the M.A. or its equivalent, i.e., 30 credits. The M.A. equivalency of foreign diplomas is determined, whenever necessary, through communication with the Bureau of Comparative Education of the Division of International Education, Washington, D.C.

• **Students with a Bachelor's Degree:** Students possessing the Bachelor's degree, or its equivalent, should achieve coverage of their major literature equal to that required for our M.A. in French or Spanish. After 30 credits, candidates will be evaluated with special attention before being allowed to continue on to the Ph.D.

Degree Requirements

1. Students earn 60 credits (students entering with the B.A.) or 30 credits (students entering with the M.A.), including 3 credits

in the History of the Language in French or Spanish, and 3 credits in RL 780: Colloquium on Literary Theory and Criticism.

2. Students must maintain an average of B or better in their courses.

3. The student's M.A. program did not include a second language examination, a translation test will be required as described for the M.A. in Literature and Culture.

4. A reading knowledge of Latin is required of all candidates and should be demonstrated early in the program. A reading knowledge of German is required only for candidates in Medieval Studies.

5. One year of residence is required, in a fall-spring or spring-fall sequence. Teaching fellows of the Department fulfill the residence requirement by taking two courses per semester while teaching two. Students not engaged in teaching and wishing to fulfill the residence requirement by taking three courses per semester must petition the Department. During the year of residence, the student must be registered at the University and he must be engaged in a program of course work approved by the Department. The residence requirement may not be satisfied by the candidate during the year in which he or she is engaged in writing his or her dissertation. Students should specify in writing to the Director of Graduate Studies which two semesters satisfy the residence requirement.

6. Upon completion of all course work and language requirements, the doctoral student must pass oral and written comprehensive examinations.

7. After passing the comprehensive examinations, the student discusses a dissertation topic with his or her thesis director. Using the guidelines specified by the Graduate School, the student submits an official dissertation proposal to the thesis director, who then circulates it within the Department for approval. The student will write the dissertation under the guidance of the thesis director and two readers. Dissertation topics may include a literary study in the field of specialization, a study in comparative Romance literatures, a study in Romance philology, a scholarly edition of a text with full critical apparatus, and so on. The dissertation should be based on original and independent research and demonstrate advanced scholarly achievement.

8. After approval by the thesis director and the two readers, the dissertation will be defended by the candidate in a one-hour oral defense open to the public.

Financial Assistance

The following forms of financial assistance are available to students of the Department: Teaching Fellowships, and Graduate Assistantships.

Appointments and awards are competitive. They are based on the candidate's background and experience. For those seeking Teaching Fellowships, a personal interview is advisable. Students desirous of ob-

taining information about the terms of University financial assistance should consult the Financial Aid section of this catalog. Those who are interested in government grants should address themselves to the University Financial Aid Office.

Further information on the Graduate Program in the Department of Romance Languages and Literatures can be found in the Department's Graduate Handbook, which may be obtained by writing to Boston College, Department of Romance Languages and Literatures, Chestnut Hill, Massachusetts 02167.

COURSE OFFERINGS

All advanced literature and culture courses are open to undergraduate and graduate students, with the following distinctions generally applied: 400, 500 and 600 level courses may be taken by both undergraduate and graduate students; 700, 800, and 900 level courses are primarily designed for graduate students, but admit especially well-qualified undergraduates.

Offerings in French, 1993-94

RL 400 Crisis of Conscience in Early Modern Europe (S: 3)

The European Reformation, with its search for freedom and attempts to determine the human means of access to the divine, gave rise to enormous tension, spiritual energy, intellectual activity, literary and artistic creativity. Universal in scope, this "crisis of conscience" asserted itself in France from the 16th to the 18th centuries with effects both local and international, immediate and far-reaching.

This course will examine essays, documents and fictional works; paintings and engravings; maps and sermons which bear witness to the *esprit de la Réforme* in France. Special attention will be given to American echoes of France's *guerres de religion*, reports from the Jesuit missions, and the social and intellectual impact of the Huguenot diaspora. Recommended for students specializing in French culture. Conducted in French.

Jeff Flagg
Betty T. Rahr

RL 411 Masterpieces of Medieval French Literature I (F: 3)

This mini-survey of Old French literature includes works from the 12th through the 15th c., which introduce students to some of the major types of medieval story-telling: epic, romance, lyric and narrative poetry, fabliaux and short stories. No previous experience with medieval literature is required. Readings are in modern French translations where appropriate. Conducted in French.

Matilda T. Bruckner

RL 412 Masterpieces of Medieval French Literature II (S:3)

This course may operate as a follow-up to RL 411 or it may be taken independently as an introduction to medieval French literature. It is designed to introduce a series of changing topics which focus on different areas and issues in Old French literature. The

topic for 1993 is "Arras as a Literary Center in 13th c. France." Major authors include Jean Bodel and Adam de la Halle. Their works offer a dazzling variety from lyric and narrative poetry to epic and theater. No previous experience with medieval literature is required. Readings are in modern French translations where appropriate. Conducted in French.

Matilda T. Bruckner

RL 435 17th-Century French Tragedy: 'Cette flamme noire' (S:3)

An extensive survey of seventeenth-century tragedy, the (tortured) soul of the French classicism. This course will focus on the inter-related problems of morality, destiny, and esthetics as they affect the construction of the early-modern 'hero.' Greatest attention will, of course, be given to the works of the genre's masters, Corneille and Racine. In addition, we will read challenging works by their precursors and contemporaries, Théophile de Viau and Rotrou. Conducted in French.

Stephen Bold

RL 439 17th-century French Comedy and Satire: Laughing through the Classical Age (F:3)

This course will focus on the sometimes lighter side of the 'grand siècle.' Through the reading of the satires of Boileau, the *Fables* and *Contes* of La Fontaine, and most of all the comedies of Molière, we will attempt to discover who was laughing and why in this century too often noted for its great seriousness. Emphasis will be given to the social and esthetic statute of these *poètes crottés*, the origins and limits of their literary domain, and the role they played in filling out the portrait of an age. Conducted in French.

Stephen Bold

RL 446 Social Mobility in the 18th-Century French Novel (F: 3)

This course examines the question of social mobility in the 18th-century novel. We will study the notion of the voyage as a metaphor for acquiring knowledge and social status. We will focus in particular on the ways in which questions of social origin, class, and education are treated. Works by Lesage, Marivaux, Crébillon fils, Diderot, Prévost, and Restif de la Bretonne will be read. Conducted in French.

Ourida Mostefai

RL 451 Romanticism in French Literature (S: 3)

A study of Romanticism in French poetry, drama, and narrative literature of the nineteenth century, with detailed analysis of the masterpieces. The poetry read will be anthological selections from the works of Lamartine, Musset, Vigny, and Hugo. In addition, students will read Chateaubriand's *Atala* and *René*; Balzac's *Eugénie Grandet*; Stendhal's *Le Rouge et le Noir*; Sand's *La Petite Fadette*; Mérimée's *Carmen*; Vigny's *Chatterton*; Musset's *Lorenzaccio*. The anthological selections will come from Clouard, Leggewie, *Anthologie de la littérature française* (I); for Chateaubriand, Balzac, Stendhal, and Sand, the *Flammarion* editions will be used; for Mérimée, the *livre de poche* edition; for the plays of Musset and Vigny, the *Classiques Larousse* editions. Conducted in French.

Norman Araujo

RL 457 Passion Staged and Upstaged: The Nineteenth-Century French Theater (F: 3)

A study of Romanticism, Realism, and Naturalism in French drama of the nineteenth century. Students will read Stendhal's *Racine et Shakespeare*; Hugo's *Préface de Cromwell* and *Ruy Blas*; *Henri III et sa cour* by Dumas père; Musset's *Les Caprices de Marianne* and *Lorenzaccio*; Vigny's *Chatterton*; Scribe's *Le Verre d'eau*; *La Dame aux Camélias* by Dumas fils; Augier's *Le Gendre de M. Poirier*; Becque's *Les Corbeaux*, and Rostand's *Cyrano de Bergerac*. For the most part, *Classiques Larousse* editions of the plays will be used. When such editions are not available, anthological collections and/or reserved materials in the O'Neill Library will be used. Conducted in French.

Norman Araujo

RL 475 "What is Literature?": The Twentieth-Century Debate in France (S: 3)

This course will examine some of the seminal attempts on the part of twentieth-century French authors and thinkers to respond to the definitional question of literary language and its relation to other modes of experience and activity. Beginning with Sartre's essay, *Qu'est-ce que la littérature*, the course will work backwards to Breton and Paulhan, and forwards to Blanchot and Bataille, ending with a look at the more recent fate of the question in the hands of Sollers, Kristeva, and Derrida. Conducted in French.

Kevin Newmark

RL 703 La phonétique française (S: 3)

This course has two objectives: (1) to help students acquire a correct, standard French pronunciation, and (2) to introduce students to French phonology. Emphasis will be placed on the articulatory and acoustical features of French sounds, the comparisons between French and English pronunciation. The course also will explore the relationship between French sounds and specific grammatical features, as well as the relationship between these sounds and their written representation. This course is particularly recommended for students who wish to improve their pronunciation and for those planning to teach French to speakers of English.

Rebecca Valette

RL 704 Advanced French Stylistics (F: 3)

This course will undertake an intensive analysis of various writings in French in order to make students more attentive to the particularities of French expression. Texts will be chosen from among such authors as Barthes, Queneau, Colette, and Flaubert, as well as from journalistic and literary critical essays. Student exercises will consist in translation, pastiche, stylistic analysis, and prose composition. Conducted in French.

Kevin Newmark

RL 723 Poet's Lyre: 16th-Century French Poetry (F: 3)

Innovations introduced into French lyric poetry by 16th-century poets may best be understood by comparing the metaphysical expression of l'Ecole lyonnaise (Scève), the classical perspective of the

Pléiade (Ronsard, du Bellay), and the baroque vision of the turn of the century (d'Aubigné). The aesthetic concept of "Inspiration" is introduced into French literature for the first time by these poets, while the more classical concept of "Imitation" is fully developed. Conducted in French.

Betty T. Rabv

Projected French Offerings, 1994-95

RL 403 Intraduction to Linguistics for Students of French Literature (F: 3)

Stephen Bold

RL 404 Paris: Le Quartier du Marais (S: 3)

Betty T. Rabv

RL 427 Studies in Mantaigne (S: 3)

Betty T. Rabv

RL 431 Masterpieces of 17th-Century French Literature (F: 3)

Stephen Bold

RL 437 17th-Century French Maralists: The Politics of Passion (S: 3)

Stephen Bold

RL 441 The Age of Enlightenment: Theory or Fiction (F: 3)

Ourida Mostefai

RL 444 Diderot: Philosopher, Novelist, & Critic (S: 3)

Ourida Mostefai

RL 452 Realism in French Literature (S: 3)

Norman Araujo

RL 459 Orpheus as Satyr and Swan in 19th-Century French Poetry (F: 3)

Norman Araujo

RL 477 The French Novel in the 20th-Century (F: 3)

Kevin Newmark

RL 479 20th-Century French Poetry (S: 3)

Kevin Newmark

RL 480 Autobiography/Autocriticism (F: 3)

Betty T. Rabv

RL 490 Fictional Heraines/Ravages of Amour Passion (S: 3)

Matilda T. Bruckner

RL 705 History of the French Language (S: 3)

Laurie Shepard

RL 713 Birth of Medieval Vernacular Lyric: Provençal Poetry & the Flowering of Fin'amar (F: 3)

Matilda T. Bruckner

RL 733 17th-Century French Comedy & Satire (S: 3)

Stephen Bold

Projected French Offerings, 1995-96

RL 400 Crisis of Conscience in Early Modern France (S: 3)

Jeff Flagg
Betty T. Rabv

RL 411 Masterpieces of Medieval French Literature I (F: 3)

Matilda T. Bruckner

RL 412 Masterpieces of Medieval French Literature II (S: 3)

Matilda T. Bruckner

RL 425 Studies in Rabelais (F: 3)

Betty T. Rabv

RL 432 17th-Century French Novel (S: 3)

Stephen Bold

RL 435 Tragic Heroes of 17th-Century French Literature (F: 3)

Stephen Bold

RL 445 Novel Writing in 18th-Century France: The Art of Disavowal (F: 3)

Ourida Mostefai

RL 448 The French Revolution (S: 3)

Ourida Mostefai

RL 458 Contes et Nouvelles in the 19th Century (S: 3)

Norman Araujo

RL 468 20th-Century French Theater (F: 3)

Kevin Newmark

RL 475 20th-Century "What is Literature?" (S: 3)
Debate is French.

Kevin Newmark

RL 752 Mirror or Mirage in the Realistic Novel (F: 3)

Norman Araujo

Offerings in Italian, 1993-94

RL 506 Dante: La Divina Commedia (F: 3)

Dante describes his masterpiece as an ethical work and we will study the *Commedia* from that perspective. The entire *Divina Commedia* will be assigned. Study questions will be distributed to guide the reading of the text. Class discussion will mostly focus on those cantos in which Dante implores and exhorts the Italian people to reform the Church and state. Conducted in Italian.

The Department

RL 516 Boccaccio and Petrarca (S: 3)

Petrarca's *Canzoniere* and *Secretum*, and Boccaccio's *Decameron* will be the principal texts of this seminar. The course will concentrate on the extraordinary thematic, linguistic and poetic innovation of these two great Italian authors of the fourteenth century. Conducted in Italian.

The Department

RL 544 Italian Comic and Tragic Theatre of the 18th Century (S: 3)

This course involves an in-depth study of the major plays of C. Goldoni and V. Alfieri. Thematic concerns, generic forms, character portrayal, moral and social values and ideas will be discussed in relation to the intellectual and literary trends of the period. Conducted in Italian.

Rena Lamparska

RL 568 The Theater of Pirandello (F: 3)

The course will focus on the theatrical works by Luigi Pirandello, recipient of the Nobel Prize for literature and a giant of the theatrical art of the early 20th century. As we read and discuss Pirandello's plays, we will learn about the revolutionary impact he had on the development of the European theatre. We will examine and discuss the main Pirandellian themes, his concept of interrelation between art and life, literature and theater, and his view of the role of the actor and

of the audience in drama. We will view M. Bellocchio's film adaptation of Pirandello's *Henry IV* and discuss Pirandello's view of the author-director-actor relation in the wider context of contemporary interests. Conducted in Italian.

Rena Lamparska

RL 803 Advanced Italian Stylistics (F: 3)

The course will focus on the development of graduate students' writing skills. In analyzing a variety of texts by contemporary Italian authors, emphasis will be placed on the relationship between linguistic structures and stylistic choices. Conducted in Italian.

Cecilia Mattii

Projected Italian Offerings, 1994-95

RL 521-522 Masterpieces of the Italian Renaissance I & II (F: 3-S: 3)

Laurie Shepard

RL 553 19th-Century Italian Literature (Romanticism and Verismo) (F: 3)

Rena Lamparska

RL 569 20th-Century Italian Novel (Decadentism and Contemporary Novel) (S: 3)

Rena Lamparska

Offerings in Spanish, 1993-94

RL 657 19th-Century Liberales y Románticas (S: 3)

The course intends to examine the interactions between the Spanish romantic authors and the politics of the time. The works of Larra, Duque de Rivas, Zorrilla, Espronceda and Bécquer will be studied in the context of the origins and development of Spanish *Liberalismo*: The *Afrancesados*, Napoleon's invasion of Spain, the *Cortes* and *Constitución de Cádiz*, the rule of Fernando VII and Isabella II. Although the emphasis will be in the close readings of the texts, consideration will be given to the classic, as well as the most recent critical studies of the Spanish Romanticism. Conducted in Spanish.

J. Enrique Ojeda

RL 678 Civilization and Barbarism: Early Spanish American Novelists (S: 3)

Study and discussion of representative novelists of the early twentieth century. The historical circumstances and the socio-political climate that motivated the writers will be considered. Special attention will be given to the structure of selected novels and the author's techniques for integrating history into fiction or fiction into history. Among those read will be Azuela, Rivera, Bombal, Gallegos, Guiraldes, Uslar Pietri, and Barrios. Conducted in Spanish.

Harry L. Rosser

RL 683 Golden Age Offering: (Title to be Announced) (F: 3)

Conducted in Spanish.

The Department

RL 684 Golden Age Offering: (Title to be Announced) (S: 3)

Conducted in Spanish.

The Department

RL 693 Introduction to 20th-Century Spanish Literature (F:3)

A general introduction to 20th-century Spanish literature. The first part of the semester covers the years between 1898 and 1939. The second half focuses on postwar literature up to 1980. Readings include selected works (essay, novel, poetry or theater) written by major authors of each period. Conducted in Spanish.

Irene Mizrahi

RL 901 Stylistics Analysis (F: 3)

This seminar develops graduate students' writing skills in the context of their forthcoming professional activities as composition teachers and scholarly writers. Course material will include analysis of various writing styles of well-known Hispanic authors. Writing intensive. Required for the M.A.T. and M.A. in Language and Culture. Optional for the Ph.D. and other M.A. programs. Conducted in Spanish.

The Department

RL 905 History of the Spanish Language (S: 3)

The focus of this course will be the evolution of medieval Spanish from Latin. Although most attention will be given to the period from ca. 1000 to 1500, later linguistic developments will also be studied. The course is divided into two main parts: phonology and morphology, with a brief look at dialectology. There will be abundant exercises to supplement the lectures. Students will benefit from having at least some acquaintance with Latin. Conducted in Spanish.

Guillermo Guitarte

RL 910 Sex, Lies, and Manuscripts: The *Libro de Buen Amar* and *Celestina* (F: 3)

This is an in-depth examination of two medieval Spanish masterpieces. Attention will be given to sources, social and historical context, and modern critical approaches. Major research paper and oral presentation required. Conducted in Spanish.

Dwayne E. Carpenter

RL 960 Against Authority: 20th-Century Spanish Poetry (S: 3)

The course encompasses: modernismo, vanguardias, años veinte, guerra civil and postguerra (including poesía social, promoción de los cincuenta, and the "novísimos"). While the emphasis is on Spanish poetry, in particular, the evolution of its anti-authoritarian manifestations from the end of the 19th century, there will be regular considerations of criticism and current literary theory. Conducted in Spanish.

Irene Mizrahi

RL 980 Spanish Visions of America: Old Texts and New Perspectives (F: 3)

A study of major prose writers and poets whose works contributed to the formation of a cultural synthesis and regional identity in Colonial Latin America. Attention is given to Spanish literary currents and the ways in which they evolved in the New World. Indigenous artistic expression will be considered, as will the literature of the Exploration, the Enlightenment, and the Romantic movement. Oral reports and critical essays will be an integral part of the course. Conducted in Spanish.

Harry L. Rosser

Projected Spanish Offerings, 1994-95**RL 656 Medieval Spanish Literature (S: 3)**

Dwayne E. Carpenter

RL 663 Contemporary Spanish Novel (S: 3)

Irene Mizrahi

RL 669 Escritoras Hispánicas (S: 3)

Elizabeth Rhodes

RL 670 Spanish American Civilization (S: 3)

Harry L. Rosser

RL 691 Spanish Lyric Poetry (F: 3)

Dwayne E. Carpenter

RL 934 Golden Age Religious Literature (F: 3)

Elizabeth Rhodes

RL 958 Age of Galdós (S: 3)

J. Enrique Ojeda

RL 964 The Limits of Imagination: 20th-Century Spanish Metaliterature (F: 3)

Irene Mizrahi

RL 982 Spanish American Short Story (S: 3)

Harry L. Rosser

Projected Spanish Offerings, 1995-96**RL 650 Social and Intellectual History of Medieval Spain (S: 3)**

Dwayne E. Carpenter

RL 655 Andean Novel (F: 3)

J. Enrique Ojeda

RL 693 Introduction to 20th-Century Spanish Literature (F: 3)

Irene Mizrahi

RL 694 Textual Embodiments: Literary Adaptations in Contemporary Spanish Films (S: 3)

Irene Mizrahi

RL 901 Stylistics Analysis (F: 3)

Elizabeth Rhodes

RL 905 History of the Spanish Language (F: 3)

Dwayne E. Carpenter

RL 939 Early Modern Spanish Culture (S:3)

Elizabeth Rhodes

RL 961 The Dynamics of Dissent in the Spanish American Novel (F: 3)

Harry L. Rosser

RL 962 Modernismo y Vanguardia: The Swan and The Owl—The Lyric Poetry of Spanish America (S:3)

J. Enrique Ojeda

RL 965 Women Playwrights of Today's Spain (F: 3)

Irene Mizrahi

Language and Methodology Courses Offered in English, 1993-94**RL 495 (ED 303) Second Language Acquisition (F: 3)**

A review of recent research in second language acquisition and its application to the classroom. Emphasis is placed on techniques for developing proficiency in listening, speaking, reading and writing. Students will analyze available audio-visual materials and learn how to integrate these ancillaries into their instruction. This course fulfills the Massachusetts certification requirements in Secondary Methods.

Rebecca Valette

RL 780 Callaquiun: Modern Literary Theory and Criticism (S: 3)

This course will examine some of the major developments in the constitution of literary theory as an integral part of the interpretation and understanding of literature in the twentieth century. It will begin with Saussure's Course in General Linguistics in order to trace the various requirements for any reliable metalanguage for literary study as well as for the other humanities. Authors to be considered include the following: Saussure, Lévi-Strauss, Jakobson, Barthes, Ricoeur, Bakhtin, Lacan, Derrida, Irigaray, de Man, Geertz, Clifford. Conducted in English.

Kevin Newmark

Projected Offerings in Language and Methodology Courses, 1994-95**RL 495 Second Language Acquisition (F: 3)**

Rebecca Valette

RL 498 Oral Proficiency Testing (S: 3)

Rebecca Valette

RL 572 The Comparative Development of the Romance Languages (S: 3)

Laurie Shepard

SLAVIC AND EASTERN LANGUAGES

FACULTY

Lawrence Jones, *Professor Emeritus*; A.B., Lafayette College; M.A., Columbia University; Ph.D., Harvard University

Michael J. Connolly, *Associate Professor, Chairperson of the Department*; A.B., Boston College; Ph.D., Harvard University

Michael B. Kreps, *Associate Professor*; Diploma, Leningradskij gosudarstvennij universitet; M.A., Ph.D., University of California (Berkeley)

Margaret Thomas, *Assistant Professor*; B.A. Yale University; M.Ed., Boston University; A.M., Ph.D., Harvard University

Jovina Y. H. Ting, *Adjunct Assistant Professor*; A.B., Guoli Taiwan Daixue; M.A., Kent State University; M.A., Harvard University; Ph.D., New York University



PROGRAM DESCRIPTION

The Department administers three different Master of Arts degree programs: Russian Language and Literature
Slavic Studies
General Linguistics

Additionally the Department participates in a program for the Master of Arts in Teaching (M.A.T.) with the Graduate Division of the School of Education.

Each semester the Department offers a program of high-level graduate courses in St Petersburg at the prestigious *Institut russkoj literatury (Pushkinskij dom)* of the Russian Academy of Sciences. Full-time Boston College graduate tuition covers four courses in this program, air travel, private room and board in a Russian family, and a cultural-activity program. Details on this BC/IRL study/research program are available from the Department.

Admission

For admission to M.A. candidacy in *Russian* or *Slavic Studies*, students must be able to demonstrate a working knowledge of the Russian language equivalent at the very least to the proficiency expected at the end of three years (advanced level) of college study. They must also be acquainted with the major facts of Russian literature and history.

Students applying in *General Linguistics*, a program which stresses structural, semiotic and philological techniques with an emphasis on the interdisciplinary nature of Linguistics (i.e., not restricted to Slavic topics), should have a good preparation in languages, modern and ancient, some undergraduate-level work in Linguistics, and have done introductory work in the intended areas of concentration (e.g., psychology, speech therapy, mathematics).

Since *Slavic Studies* and *Linguistics* programs involve a significant proportion of work in other departments of the University, candidates in these areas would be expected to meet the prerequisites for all such courses and seminars.

Students must also be prepared, in the course of studies, to deal with materials in various languages as required. A reading knowledge of French and German will almost always be needed, plus Latin and Greek for linguists.

The Department welcomes, but does not require, Graduate Record Examination scores.

Students with an undergraduate degree who require preparation for admission to the M.A. may apply as special students. This mode of application is suited to those who are looking for post-undergraduate courses without enrolling in a formal degree program and for guests from other universities who are enrolling in the BC/IRL St Petersburg program.

Degree Requirements

All programs require as follows:

- a minimum of ten one-semester courses (thirty credits) in prescribed graduate-level course work;
- three qualifying examinations, which a student must have passed by the end of the first year of full-time study or its equivalent;
- two special-field examinations;
- a supervised research paper of publishable quality on an approved topic.

The grades for the qualifying examinations, special-field examinations, and the research paper are reported to the Registrar as a single comprehensive-examination grade. Comprehensive examination sectors are in written or oral format, depending on the nature of the subject matter.

The Department has exemption procedures to allow limited substitution of requirements. A student may apply up to two courses (6 credits) of advanced work at other universities or research institutes toward program requirements if this work has not been previously applied to an awarded degree.

COURSE OFFERINGS

Graduate-level courses offered annually are so marked; all other courses are offered as parts of varying course cycles, and information for any given year may be found in the Registrar's *Schedule of Courses*.

Courses numbered below 300 do not normally apply for graduate degree credit but are open to interested graduate and special students. Full descriptions of such courses appear in the Undergraduate Catalog.

- SL 009-010 Elementary Chinese I/II
- SL 023-024 Elementary Japanese I/II
- SL 027-028 (EN 093-094) Introduction to Modern Irish I/II
- SL 033-034 Elementary Russian (Intensive) I/II
- SL 051-052 Intermediate Russian I/II
- SL 061-062 Intermediate Chinese I/II
- SL 063-064 Intermediate Japanese
- SL 065-066 Continuing Arabic I/II
- SL 067-068 (EN 097-098) Continuing Modern Irish I/II
- SL 117 (EN 117) English Grammar Review for Foreign Students
- SL 118 (EN 118)

An Introduction to Academic Resources (for Foreign Students)

- SL 119 (EN 119) The Craft of Writing (for Foreign Students)
- SL 120 (EN 120) The Study of Literature (for Foreign Students)
- SL 157-158 *Praktika russkoj rechi* I/II
- SL 163-164 *Chukyu kaiwa* I/II
- SL 165-166 *Zhongji konyu* I/II
- SL 205 Tolstoy and Dostoevsky (in translation)
- SL 206 (EN 206) (SC 206) Language, Society, and Communication
- SL 216 (EN 552) Poetic Theory
- SL 221 (TH 198) The Language of Liturgy
- SL 222 Classics of Russian Literature (in translation)
- SL 227 Advanced Russian Grammar
- SL 230 Russian Literature of the Fantastic (in translation)
- SL 234 The Polish Language
- SL 240 The Contemporary Russian Novel (in translation)
- SL 243 Image and Icon in Russian Literature (in translation)
- SL 245-246 Advanced Chinese I/II
- SL 257-258 Advanced Japanese I/II
- SL 260 (EN 100) Advanced Readings in Modern Irish
- SL 261 Love and Nature in Far Eastern Literatures (in translation)
- SL 262 Gods and Men in Far Eastern Literatures (in translation)
- SL 263 Far Eastern Civilizations
- SL 264 The Western Discovery of the East
- SL 265 The Dissonant Muse

SL 307 Russian Drama (3)

A close study of selected works in this genre from Fonvizin through Tolstoj, Chexov, Blok and Majakovskij to the modern theater. The structure of the drama and the techniques of the romantic and the realist will be examined. Lectures and readings entirely in Russian. Offered triennially

Michael B. Kreps

SL 308 Dostoevskij and Tolstoj

A study and analysis of realism in the works of two of Russia's most influential writers. Readings and selected criticism. Conducted in Russian.

Offered triennially Michael B. Kreps

SL 311 (EN 527) General Linguistics (F: 3)

An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models.

Offered annually M.J. Connolly

SL 316 Old Church Slavonic (F: 3)

The origins and development of the Slavic languages; the linguistic structure of Old Church Slavonic and its relation to modern Slavic languages illustrated through readings in Old Church Slavonic texts.

Recommended: Prior study of a Slavic language.
Offered biennially M.J. Connolly

SL 317 Old Russian (F: 3)

An intensive study of the grammar and philology of Old Russian and early East Slavic; readings in Russian secular and religious texts from the Kievan period through the seventeenth century; Russian Church Slavonic as a liturgical language.

Recommended: Prior study of a Slavic language.
Offered biennially M.J. Connolly

SL 320 Pushkin and Gogol'

Close readings of the major works of Pushkin and Gogol' as well as related works of Lermontov. Individual literary techniques and styles are studied against the background of Russian romanticism and the transition to Russian realism. Conducted in Russian.

Offered triennially Michael B. Kreps

SL 321 Turgenev and his Contemporaries

The aesthetic and ideological values of Turgenev's works; Turgenev's role in literary circles of the mid-19th century in Russia and abroad. Students also explore writings of the period (e.g., Goncharov and Ostrovskij) for their polemical and ideological content. Conducted in Russian.

Offered triennially Michael B. Kreps

SL 323 (EN 121) The Linguistic Structure of English (F: 3)

An analysis of the major features of contemporary English with some reference also to earlier versions of the language: sound system, grammar, structure and meanings of words, properties of discourse.

Recommended: Previous or simultaneous course work in Linguistics or in the history of the English language.

Offered annually. Margaret Thomas

SL 325 (EN 528) Historical Linguistics (S: 3)

The phenomenon of language change and of languages, dialects, and linguistic affinities, examined through the methods of comparative linguistics and internal reconstruction.

Offered triennially M.J. Connolly

SL 327 Sanskrit (S: 3)

The grammar of the classical language of India, supplemented through reading selections from

the classical literature and an introductory study of comparative Indo-Iranian linguistics.

Offered triennially M.J. Connolly

SL 328 Classical Armenian (S: 3)

A grammatical analysis of Armenian *grabar*, the classical literary language current from the fifth century A.D. Sample readings from the Classical Armenian scriptural, patristic, liturgical, and historical texts.

Offered triennially M.J. Connolly

SL 332 The Russian Short Story (3)

The development and structure of the Russian *rasskaz* and *povest'* from the 16th through the 20th centuries. Readings in Russian.

Offered triennially Lawrence G. Jones

SL 333 Introduction to the West Slavic Languages (S: 3)

A grammatical and phonological study of a featured West Slavic language (Czech, Polish or Slovak), structural sketches of the other West Slavic languages, inductive readings in West Slavic texts.

Recommended: Prior study of a Slavic language. *Offered biennially*

Lawrence G. Jones

SL 334 Introduction to the South Slavic Languages (S: 3)

A grammatical and phonological study of a featured South Slavic language (Serbo-Croatian, Bulgarian, Slovenian or Macedonian), structural sketches of the other South Slavic languages, inductive readings in South Slavic texts.

Recommended: Prior study of a Slavic language.
Offered biennially Lawrence G. Jones

SL 339 (EN 234) Semiotics and Structure

Theoretical and practical considerations for the use of modern semiotic and structural techniques in the analysis of paralinguistic systems, literature, mythology and other products of social communication.

Offered triennially Lawrence G. Jones

SL 342 Seminar in Russian Poetry (3)

Detailed study of the style, structure and thematic content of works from a selected group of Russian poets. Texts in Russian.

Offered biennially Lawrence G. Jones

SL 343 (EN 512) Old Irish (S: 3)

A descriptive and historical examination of the linguistic features of Old Irish among the Celtic and Indo-European languages; the reading of Early Irish texts.

Offered triennially M.J. Connolly

SL 344 (EN 392) Syntax and Semantics (S: 3)

An introduction to the concepts and operations of modern transformational-generative grammar and related models. Linguistic theories of meaning.

Offered biennially M.J. Connolly
Margaret Thomas

SL 348 Chexov (3)

A close reading in Russian of some of Chexov's major prose, along with a survey of the critical literature on his works and a brief study of the

influence of his style on later Russian writers.
Offered triennially Lawrence G. Jones

SL 349 Advanced Russian Writing and Translation (S: 3)

A study of the subtleties of Russian syntax, vocabulary and style through extensive analytic reading and through both imitative and original writing; the theory and practice of preparing refined translations both from and into Russian. Conducted entirely in Russian.

Offered annually Michael B. Kreps

SL 352 Russian Literary Humor and Satire

A survey of theories of humor with readings from selected Russian satirical and comic literature from the 18th to the 20th century. Conducted entirely in Russian.

Offered triennially Michael B. Kreps

SL 353 Romantizm v rusko literature

A study of Romanticism in Russian poetry, drama, and narrative literature of the 19th century. A close analysis of the features of this literary movement in works of Zhukovskij, Marlinskij, Pushkin, Lermontov and others. Romantic literature as a genre within a larger European framework. Conducted entirely in Russian.

Offered triennially Michael B. Kreps

SL 358 The Linguistic Structure of Japanese

The phonological and writing systems of Japanese and their origins; fundamentals of Japanese syntax and characteristics of Japanese vocabulary.

A linguistic outline of the Japanese language for students with some previous exposure to Linguistics or to Japanese (but not necessarily to both).

Offered biennially Margaret Thomas

SL 360 (EN 660) The Teaching of English as a Foreign Language (S: 3)

An overview of the field of foreign-language learning and teaching from a linguistic perspective with an emphasis on the problems connected with the teaching of English to non-native speakers. An examination of the relationship between views on the nature of language and different approaches to language teaching. Supervised experience in the teaching of English.

Prerequisite: SL 323/EN 121 or equivalent.
Offered annually. Margaret Thomas

SL 361 (PS 261) Psycholinguistics

An exploration, from a linguistic perspective, of some classic issues at the interface of language and mind. Topics include the organization of language in the human brain; the acquisition of language acquisition both by children and by adults; animal communication; the psychological reality of grammatical models; the innateness hypothesis; the production, perception, and processing of speech.

Recommended: Some background in Linguistics or Psychology.

Offered biennially Margaret Thomas

SL 362 (SC 362, EN 122) Language in Society

An introduction to the study of language in its social context: varieties of language associated with social class, ethnicity, locale, and age; bilingualism; pidgin and creole languages; proposals

about the relationship of language, thought, and culture; the structure and role of discourse in different cultures. Sociolinguistic issues of contemporary interest, including the following: language and gender, language planning, and language and public policy.

Original language-oriented research forms an essential part of the course.

Offered biennially Margaret Thomas

Research Courses

The following tutorials and courses of reading and research are intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter and scheduling are determined by arrangement and such courses may be repeated for credit.

SL 390 Advanced Tutorial: Russian Language

SL 391 Advanced Tutorial: Russian Literature

SL 392 Advanced Tutorial: Linguistics

SL 393 Advanced Tutorial: Chinese

SL 394 Advanced Tutorial: Slavic Linguistics

SL 395 Advanced Tutorial: Japanese

SL 791 Russian Literature: Reading and Research

SL 792 Linguistics: Reading and Research

SL 794 Slavic Linguistics: Readings and Research

SL 888 M.A. Interim Study

Other courses in the Department's repertory, offered on a non-periodic basis, include the following:

SL 007-008 Introduction to Arabic I/II

SL 206 (EN 206) (SC 206) Language, Society, and Communication

SL 225 Russian Folklore (in translation)

SL 226 Readings in Russian Short Prose

SL 231 Slavic Civilizations

SL 233 (EN 571) Applied English Grammar and Style

SL 235 Chekhov's Plays and Stories (in translation)

SL 236 A Survey of Polish Literature (in translation)

SL 237 Sounds of Language and Music

SL 238 The Language of Computing

SL 244 (EN 099) The Irish Language

SL 254 (TH 154) History of Eastern Orthodoxy

SL 305 History of the Russian Language

SL 306 Russian Literary Research

SL 312 The Indo-European Languages

SL 313 Structural Poetics

SL 314 Old Persian and Avestan

SL 315 The Czech Language

SL 322 The Structure of Modern Russian

SL 335 Early Russian Literature

SL 337 Comparative Slavic Linguistics

SL 341 The Study of Russian Literature

SL 351 Topics in Linguistic Theory

SL 354 Bulgakov, Pasternak, Solzhenitsyn

SL 355 Linguistics and Computing

SL 356 Classics in Linguistics

SL 359 The Structure of Biblical Hebrew

SL 364 Readings in the History of Arabic Literature

SL 367 (EN 127) Language and Language Types

SL 410 *Russkaja proza s 1917-go goda*

SL 411 *Sovremennaja russkaja poëzija*

SL 412 *Drama i proza Mixaila Bulgakova*

SL 413 *Vvedenie v istoriografiju*

SL 414 *Tekstologija i paleografija*

SL 415 *Sovremennaja russkaja pressa*

SL 416 *Istorija russkoj intelektual'noj mysli XXgo veka*

SL 417 *Rossija v prošlom i v budushchem*

SL 418 *Russkaja folkloristika i ètnografija*

SL 419 *Russkij roman 60yx godov XIX stoletija*

SL 420 *Tvorchestvo Pushkina*

SL 801 MA Thesis Seminar

S O C I O L O G Y

FACULTY

Ben Alper, *Emeritus Visiting Professor*; A.B., Certificate., Harvard University

John D. Donovan, *Professor Emeritus*; A.B., A.M., Boston College; Ph.D., Harvard University

Severyn T. Bruyn, *Professor*; A.B., A.M., Ph.D., University of Illinois

Charles K. Derber, *Professor*; A.B., Yale University, Ph.D., University of Chicago

William A. Gamson, *Professor*; A.B., Antioch College, A.M., Ph.D., University of Michigan

Jeanne Guillemin, *Professor*; A.B., Harvard University; A.M., Ph.D., Brandeis University

Lynda Lytle Holmstrom, *Professor*; B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University

David A. Karp, *Professor*; A.B., Harvard College; Ph.D., New York University

Ritchie P. Lowry, *Professor*; A.B., A.M., Ph.D., University of California at Berkeley

Stephen J. Pfohl, *Professor*; B.A., Catholic University of America; M.A., Ph.D., Ohio State University

David Horton Smith, *Professor*; A.B., University of Southern California; A.M., Ph.D., Harvard University

John B. Williamson, *Professor*; B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

Paul S. Gray, *Associate Professor*; A.B., Princeton; A.M., Stanford University; A.M., Ph.D., Yale University

Sharlene J. Hesse-Biber, *Associate Professor, Chairperson of the Department*; A.B., A.M., Ph.D., University of Michigan

Seymour Leventman, *Associate Professor*; A.B., Washington State College, Chicago; A.M., Indiana University; Ph.D., University of Minnesota

Michael A. Malec, *Associate Professor*; B.S., Loyola University; M.S., Ph.D., Purdue University

Paul G. Schervish, *Associate Professor*; A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin

Eve Spangler, *Associate Professor*; A.B., Brooklyn College; A.M., Yale University; M.L.S., Southern Connecticut State College; Ph.D., University of Massachusetts

Diane Vaughan, *Associate Professor*; B.A., M.A., Ph.D., Ohio State University



PROGRAM DESCRIPTION

Master's Program

Admissions: Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Applicants should submit, in addition to the usual transcripts and letters of reference, a statement of purpose and any other information which might enhance their candidacy. GRE's are recommended but not required. Personal interviews, when practical, are desirable. Applications should be forwarded to the Graduate School of Arts and Sciences, Admissions Office, McGuinn, 221.

Degree Requirements: 1) thirty credit hours, 2) theory proseminar (two semesters), 3) advanced research methods, 4) bivariate and multivariate statistics (two semesters), and 5) a Master's paper or thesis.

Doctoral Program

Admissions: The Ph.D. program prepares students for careers as college and university faculty and as researchers and decision makers in business, the public sector, and not-for-profit organizations. The primary criteria for admission are academic performance and promise of outstanding independent work. (See also Master's statement above.)

Degree Requirements: 1) twenty-four credit hours above the M.A. level including one additional methods or statistics course; 2) one year residency; 3) Ph.D. qualifying examination; and 4) dissertation and oral defense.

Program in Social Economy and Social Justice (M.A. and Ph.D.)

The SESJ program at Boston College is designed for students who wish to combine the pursuit of an academic degree with active efforts in the fields of social economy and/or social justice. The program prepares students for careers which integrate the worlds of scholarship and social action, whether inside or outside academic contexts. The program provides both analytic and practical research skills that will help students to understand and work in the areas of social economy and social justice more effectively.

M.B.A./Ph.D. Program (M.B.A./M.A. also offered)

The Department and the Graduate School of Management administer this joint degree program, which trains social researchers, providing them with a systematic understanding of the business and workplace environment, and training managers in social research techniques appropriate to their needs. The program is interdisciplinary, focusing on topics such as corporate responsibility and accountability, social investment, workplace democracy, and industrial relations.

Financial Assistance

The Department has a limited number of cash awards in the form of assistantships and tuition waivers. Awards are made on the basis of academic performance, experience and skill, as well as Department needs. Application should be made to the Department Graduate Admissions Committee.

Other Information

The Department publishes a brochure on its graduate programs, and a more detailed "Guide to Graduate Study" is available on request.

COURSE OFFERINGS

SC 310 Studies in Crime and Social Justice (F: 3)

This course invites a critical sociological engagement with the historical construction, organization and control of crime, the criminal and the criminal law. In what ways is crime symptomatic of hierarchical social relations? Does crime reproduce or resist sex/gendered, racialized, and economic inequalities? How might persons concerned

with social justice best theorize and act toward crime? In approaching these questions, this course will draw upon a diverse range of feminist, Marxist, multicultural, anarchist, and poststructuralist critical perspectives.

Stephen J. Pfobl

SC 362 (SL 362) (EN 122) Language in Society (F: 3)

See description under Slavic Languages.

SC 367 Organizational Misconduct and Control (S: 3)

This course will focus on the origin and control of misconduct and by units of government, nation-states, nonprofit and/or profit-seeking organizations. Each student will analyze a case, using key concepts of organizational behavior. The goal is to apply sociological analytic skills and concepts to understand cause and to make policy recommendations for control.

Diane Vaughan

SC 378 (PS 600) (SW 600) Introduction to Social Work (F, S: 3)

The purpose of this course is to give students an overview of the field of social work. Starting with a discussion of the history of social work and the relevance of values and ethics to the practice of social work, the course then takes up the various social work methods of dealing with individuals, groups, and communities and their problems. In addition to a discussion of the theories of human behavior that apply to social work interventions, the course also examines the current policies and programs, issues, and trends of the major settings in which social work is practiced.

Regina O'Grady-LeShane

SC 380 Clinical Sociology (F:3)

Clinical sociology is applied sociology. Taking the statements of formal theory and theoretical research as appropriate for the production of sociological knowledge, the course proposes analogous statements for use in applying sociological knowledge. Such statements facilitate the design and implementation of strategies used in planning social change. Assignments in the course enable students to simulate the role of the practitioner (i.e., therapist, consultant, organizer, planner) in addressing various social problems as they occur in various social contexts.

William A. Harris

SC 422 Internships in Criminology I (F, S: 3)

Students are provided the opportunity to apply social and behavior science course material in a supervised field setting consistent with their career goals or academic interests. Internships are available following consultation with the Instructor in court probation offices and other legal settings where practical exposure and involvement is provided.

A minimum of ten hours service, a journal of activities and the creation of a service manual is required. Students are encouraged to plan to participate during the full academic year to derive maximum benefits.

Permission of instructor is required.

Edward Skeffington

SC 423 Internships in Criminology II

Optional continuation of SC 422 on a more intensive level.

Permission of instructor is required.

Edward Skeffington

SC 439 American Society in the Vietnam Decade (F: 3)

An examination of American society as the first new nation and first mass society. Tracing the cultural and institutional foundations and developments of modern day America, emphasis is on the structural roots producing the crises of the 1960s, the Vietnam Decade.

Seymour Leventman

SC 445 Women and Utopias (S:3)

The material covered in this course includes the classical works (*Plato's Republic*, Thomas More's *Utopia*, and others) and cases of American social experiments (Shakers, Hutterites, New Age communes) analyzed in terms of the roles assigned to women and their repercussions for the community. Fictional utopias formulated by women (Charlotte Perkins Gilman's *Herland*, Marge Piercy's *Woman on the Edge of Time* are also addressed. In addition to original texts, selections from Frances Bartkowski's *Feminist Utopias*, Angelika Bammer's *Partial Vision*, and Rosabeth Kanter's *Community and Commitment* are required reading.

Permission of the instructor is required.

Jeanne Guillemain

SC 448 (BK 367) Racism and Ethnic Protest (F:3)

Students will study comparative ethnic protest movements, recent strategies of minority group advancement, and the relationships between racism, sexism, and class inequality. The course also reviews sociological theory and tools for analyzing majority-minority group domination

Seymour Leventman

SC 468 (ED 349) Sociology of Education (S: 3)

See description in the School of Education.

Ted I. K. Youn

SC 491 Sociology of the Third World (S: 3)

A sociological explanation of historical and contemporary events in Asia, Africa, and Latin America. This course ties together themes of social, political, and economic development. Emphasis is placed on the role of emerging institutions—political parties, bureaucracies, businesses, trade unions, armies, etc.—in meeting the challenges of dependency and modernization.

Paul S. Gray

SC 500 International Studies Seminar (S:3)

This course is designed primarily for students majoring or minoring in International Studies who are working on independent projects in areas of their own interest. The course follows a seminar format and will begin with a series of common readings and discussions followed by individual student contributions, mutual exploration and support of on-going research and writing. Topics covered in the seminar will likely include the new world order, terrorism, and responses to it, reconstruction of Eastern Europe,

revitalization of democracy in the third world, status of women and the globalization of the economy. Emphasis will be placed on social science approaches to the field of International Studies but students from Humanities are also welcome. Permission of the instructor is required.
Paul S. Gray

SC 509 Feminism and Methodology (S: 3)

This course examines a range of feminist and science literature which is concerned with issues of methodology. We address the following: 1) What are the basic assumptions concerning the scientific method in the existing social science literature? 2) Is there a feminist methodology? 3) To what degree is science a "cultural institution" influenced by economic, social and political values? 4) To what extent is science affected by sexist attitudes and to what extent does it reinforce them? We will examine several research studies which employ a "feminist methodology" and those which do not.

Sharlene J. Hesse-Biber

SC 520 Introduction to Feminist Theory (F:3)

This course will review the primary schools of feminist theory, exploring how well each perspective explains the subordination of women. We will then examine key contemporary controversies that challenge the various perspectives: how to best integrate the study of race class and gender; the issue of difference; and the compatibility of postmodernism and feminist theory. We will then assess the direction of feminist theory in the 1990s.

The Department

SC 532 Images and Power (S:3)

A critical examination of contemporary image making. An exploration of the social production, meaning and uses of art in modern and post-modern society. Particular attention is paid to the relationship between visual imagery and the politics of class, race and gender; art in the age of mechanical reproduction (i.e. photography, film and video); sex and reproduction in the age of mechanical art; the avant-garde and "anti-art," dada and the like.

Stephen J. Pfobl

SC 534 Inequalities in Health Care (F:3)

Inequalities in health insurance, in access to health care, and in medical treatment are characteristic of the United States system. This course considers how social class, race, gender, age, and disabilities affect the health status and medical care available to Americans. Policies for promoting equity, including cross-national comparisons, will be reviewed.

Jeanne Guillemin

SC 550 Important Readings in Sociology (S:3)

This small working seminar involves intensive readings and classroom discussion of and about major sociological theorists and theories. Of particular interest is the way in which classic sociological theory can help develop unique insights into such contemporary social problems as crime, war and violence, poverty, and sexism and discrimination. Requirements for the seminar include participation in class discussions, a classroom presentation about

a major theory or theorist, and a term paper about a major theorist or theory.

Ritchie P. Lowry

SC 564 Seminar on Medical and Family Sociology (S: 3)

This seminar will focus on student research projects in the area of medical and family sociology.

Permission of the instructor is required.

Lynda Lytle Holmstrom

SC 702 Introduction to Statistics and Data Analysis (F: 3)

This course will introduce the basic statistical concepts used in social research: centrality and dispersion, correlation and association, probability and hypothesis testing, as well as provide an introduction to the B.C. computer system and the SPSS data analysis package. There are no prerequisites.

Michael A. Malec

SC 703 Multivariate Statistics (S: 3)

This is a very applied course with a focus on the analysis of cross-sectional data. It assumes a knowledge of the material covered in SC 702. Thus it assumes a solid background in SPSS as well as a basic course in statistics. We will focus on three general statistical procedures: factor analysis, analysis of variance, and regression analysis. However, the course is focused primarily on multiple regression and related procedures; in this context we consider data transformations, analysis of residuals and outliers, covariance analysis, interaction terms, quadratic regression, dummy variables, and stepwise regression. Also covered are in-way ANOVA and multiple classification analysis. Our focus is on data analysis, not on the mathematical foundations of the statistical procedures considered.

John B. Williamson

SC 704 Topics in Multivariate Statistics (F: 3)

The course is designed for students in sociology, nursing, education, social work, psychology, or political science with a prior background in statistics at the level of SC 703. It would assume a strong grounding in multiple regression and a solid working knowledge of SPSS. Among the procedures covered will be analysis of covariance using regression, a detailed discussion of interaction analysis in regression, reliability analysis, matrix algebra, log-linear analysis, logistic regression, recursive and nonrecursive causal modeling (including path analysis), and discriminant function analysis.

John B. Williamson

SC 706 Research Practicum (S: 3)

The goal of this course is to provide an opportunity for graduate students in sociology, nursing, education, political science, and the like to get their own empirical research projects off the ground. Sociology students are strongly urged to take SC 710 prior to this course. Projects based on any and all empirical social science research methodologies are appropriate. It is likely that many of the projects started in this course will one day evolve into M.A. theses or Ph.D. dissertations. Others will be M.A. and Ph.D. research projects that are already underway.

John B. Williamson

SC 710 Advanced Research Methods (F: 3)

This course presents the wide range of alternative research methods available to the social researcher. Among those considered survey research, observational field research, intensive interviewing, experimental research, historical analysis, and content analysis. Considerable attention is given to comparisons among these alternative methods and to an assessment of the relative strengths and limitations of each. In the context of discussing these alternative research methods, attention is given to problem formulation, measurement, reliability, validity, sampling, and ethical considerations; such issues must be taken into consideration by all who engage in social research. A great deal of attention will be given to issues related to research design.

Sharlene Hesse-Biber

SC 711 The Sociological Craft (F: 3)

The major focus of this seminar will be on the craft of writing. The course is premised on the idea that development of one's skills as a writer requires constant feedback and constructive criticism. We will do some reading on the process of writing and discuss pieces of sociological work that class members judge as combining analytical power and graceful expression. The main work of the seminar, however, will consist of the students and professor sharing work-in-progress. Depending upon their current involvements, class members will read each others' term papers, thesis proposals or chapters, research memos, book chapters or journal articles. Along with discussion of how writing styles vary with different genres of sociological work, we will explore the practical and psychological aspects of the writing experience.

David A. Karp

SC 715 Theory Proseminar I (F: 3)

This course examines the works of leading classical theorists. We will examine both their substantive concerns with the normative orientations and institutional character of emerging capitalism and their epistemological strategies of analysis. Special emphasis will be given to reviewing how these theorists combine the analysis of structure and agency, connect social organization and social consciousness, conceive and construct theory, and explain the dynamics and direction of social change. Assigned reading will be from original sources and will focus on the works of Adam Smith, Ludwig Feuerbach, Karl Marx, Emile Durkheim, Max Weber, Georg Simmel, Eduard Bernstein, and Rosa Luxemburg.

Paul G. Schervish

SC 716 Theory Proseminar II (S: 3)

This seminar is intended as a graduate level introduction to the practice of contemporary social theory. It is concerned with a variety of methods for making critical interpretive sense of the ritual social structuring processes by which "we" human animals both weave and find ourselves (institutionally) woven in relations of POWER and of KNOWLEDGE, both materially and in the imaginary realm. THEORIES embodied in the narrative (or social science fiction) are construc-

tions of HIStory. These THEORIES are enacted within the confines of a hierarchically produced "commonsense" defining what is both economically and morally desired. Also discussed will be theories challenging the exclusionary grain of the class structured, heterosexist, racist, and imperial "social movements" of writing in which they are repetitiously produced.

Stephen J. Pfobl

SC 736 Introduction to Social Economy I (S: 3)

This course will provide an introduction to the field of social economy for entering students in the SESJ program. It is intended to introduce students to a broad theoretical overview of the field, including both macro and micro levels of analysis. Central concepts of the social economy paradigm, including self-governance, self-management, industrial democracy and social planning will be discussed, as well as major substantive topic areas including organizational democracy, worker control of the labor process, employee ownership, corporate social responsibility, industrial policy, social federations, social investment and national social planning.

Severyn T. Bruyn

SC 743 Advanced Race Relations (S: 3)

This is a survey of sociological research traditions in the area of race and ethnic relations. Our study is organized in terms of the theoretical orientations which have informed the research. A primary focus of the course is to assess explanatory statements on social structures in which race or ethnicity is a salient concept. Much of the discussion concerns the formation, maintenance, and modification of relations between groups in the United States. The approach of the course is useful in the study of various research areas, and the analyses discussed emphasize the universal character of the phenomena.

William A. Harris

SC 751 Quest for Social Justice (F: 3)

The seminar will focus on purposeful efforts by organized groups and social movements to bring about social and political change. It is geared toward problems and issues faced by such groups: 1) diagnosing the opportunities and constraints provided by the system in which they are operating; 2) analyzing the problems of mobilizing potential supporters and influencing targets of change; and 3) dealing with the efforts of antagonists to control them. The seminar will attempt to provide a coherent analytic framework and a set of concepts for understanding efforts at social change. On many issues, there are competing views and, in such cases, we will examine the theoretical controversies and the relative usefulness of different approaches.

William A. Gamson

SC 753 Organizational Analysis (S:3)

The purpose of this course is to become familiar with, apply, and discuss basic concepts that guide our understanding of organizations. Students will

choose some organization to study throughout the semester. The choice should be some organizational form that lends itself to analysis: some complex organization, group, formal organization, or network of organizations to which the student perhaps already belongs or can readily gain access. Over the course of the semester, each student will do a case study of this organization. Seven key concepts will be used to guide these analyses.

Diane Vaughan

SC 779 Legitimation Crisis (F:3)

Western capitalist societies, including the United States, are entering a period of extreme social instability and delegitimation, reflecting the decomposition of the social fabric and disenchantment with conventional political remedies. This course explores the roots of the unraveling of the social fabric-manifested in inner city decay, homelessness, growing poverty and inequality, public school failure, and joblessness-and the breakdown of the social compact that has succeeded in generating system legitimation until now. It then considers the elements of and prospects for a new progressive politics that can help rebuild the social fabric and point to a more democratic and egalitarian social compact.

*Charles K. Derber
S. M. Miller*

SC 799 Readings and Research (F, S: 3)

Independent research on a topic mutually agreed upon by the student and professor. Professor's written consent must be obtained prior to registration.

The Department

SC 801 Thesis Seminar (F, S: 3)

By arrangement

The Department

SC 802 Thesis Direction (F, S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their theses. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement

The Department

SC 888 Master's Interim Study (F, S: 0)

For those students who have not yet passed the Master's Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive. The registration fee plus the activity fee are the only payments required

The Department

SC 900 Teaching Apprenticeship (F, S: 3)

By arrangement

The Department

SC 901 Research Apprenticeship (F, S: 3)

By arrangement.

The Department

SC 902 Seminar in Teaching Sociology (S:3)

An examination of issues and problems in teaching sociology at the college level. Strongly recommended for all current and prospective teaching assistants and fellows.

Michael A. Malec

SC 998 Doctoral Comprehensive (F, S: 0)

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive. The registration fee plus the activity fee are the only payments required.

SC 999 Doctoral Continuation (F, S: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register, and pay the fee, for doctoral continuation during each semester of their candidacy.

T H E O L O G Y

FACULTY

Stephen F. Brown, *Professor*; A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Universit de Louvain

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James M. Weiss, *Associate Professor*; A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

John A. Darr, *Assistant Professor*; A.B., A.M., Wheaton College (Illinois); A.M., Ph.D., Vanderbilt University

Pamela E.J. Jackson, *Assistant Professor*; A.B., M.Div., M.A., M.Phil., Ph.D., Yale University

John Makransky, *Assistant Professor*; B.A., Yale University; Ph.D., University of Wisconsin

Stephen J. Pope, *Assistant Professor*; A.B., Gonzaga University; M.A., Ph.D., University of Chicago

James Rurak, *Adjunct Assistant Professor*; A.B., Bates College; A.M., Ph.D., University of Chicago

Patrick J. Ryan, S.J., *Assistant Professor*; A.B., A.M., Boston College; A.M., Assumption College; S.T.L., Weston College; S.T.D., Gregorian University



PROGRAM DESCRIPTION

Boston College is one of 9 member schools of the Boston Theological Institute, a consortium which includes the Boston College Theology Department, Andover Newton Theological School, Boston University School of Theology, Episcopal Divinity School, Gordon-Conwell Theological Seminary, Harvard Divinity School, Holy Cross Greek Orthodox Seminary, St. John's Seminary and Weston School of Theology. All graduate students in any of Boston College's graduate Theology and Religious Education/Pastoral Ministry programs enjoy the privileges of full cross-registration, faculty exchange programs and library facilities in the 8 other schools.

M.A. in Theology

This degree serves 1) as a stepping stone or proving ground for those who wish to move on to higher degree programs and academic careers, or 2) as an academic preparation for those moving towards various professional, religious or ministerial careers, or 3) as part of an enrichment or retooling program for those already established in such careers.

Students applying for admission to the M.A. Program in Theology should have the documented and/or proven ability to do graduate-level work in Theology. Where this is found to be insufficient, supplementary work will have to be done by the student before formal entry into the 30-credit phase of the program.

Two letters of recommendation, a statement of purpose, etc., are normally required for admission. GRE scores (or TOEFL, for foreign students) are required for all students who wish to compete for departmental financial aid.

Candidates for the M.A. are required to complete 30 credits, either on a part-time or full-time basis, for the degree as follows: 15 credits must be taken in one of the four possible areas of specialization—Bible, Historical Theology, Systematic Theology, Christian Ethics; a two-semester, six credit, survey course in Systematic Theology; one general course in each of the three areas of theology outside of one's specialization. A student wishing to write an M.A. Thesis must obtain the approval of his or her advisor and the Department and register for a six credit course in thesis direction. Thesis direction will substitute for two of the regularly required M.A. courses as agreed upon by the student and advisor. Reading knowledge in an appropriate foreign language will be tested. Written and oral comprehensive exams are given. Certain courses in the Institute of Religious Education and Pastoral Ministry, including those offered in the summer, as well as courses in the schools of the Boston Theological Institute, may be used to fulfill the credit requirements.

M.A. in Biblical Studies

The goal of the program is to acquaint the students with the results of research into Biblical literature, history, exegesis and theology, and with the methods proper to these approaches. This program is designed for those who wish to lay a foundation for work in teaching, preaching or ministry, and for those anticipating further study in Bible or theology. Students will specialize in either Old or New Testament.

Thirty-six credits will be required for the M.A. Students will complete six courses in their testament of specialization and two in the other testament. Two courses may be devoted to any aspect of communication of the word, hermeneutics or application of the Bible to contemporary problems. An M.A. thesis or major paper may substitute for six of the credit requirements.

Certain courses in the Institute of Religious Education and Pastoral Ministry, including those offered in the summer, as well as courses in the schools of the Boston Theological Institute, may be used to fulfill the credit requirements.

The student must acquire a solid basic knowledge of the original language of their testament (Hebrew or Greek). Students may prove their competence by passing a test administered by the faculty. Students

must also fulfill the ordinary M.A. requirement in either French or German.

Students will be tested in three areas of the Bible: history, literature and theology. Examinations will be both written and oral. Students may arrange to write an M.A. thesis or to do a major research paper as part of the examinations.

The Theology Department also cooperates with the Institute of Religious Education and Pastoral Ministry and the graduate Department of Education and the School of Management in offering the M.Ed. in Religious Education, the Certificate of Advanced Educational Specialization in Religious Education, the M.A. in Pastoral Ministry, the joint Master of Arts in Pastoral Ministry (M.A.) and Master of Social Work (M.S.W.), and the Ph.D. in Religion and Education. See the section described as Institute of Religious Education and Pastoral Ministry.

Doctoral Program

The Department of Theology offers two Ph.D. Programs, and sponsors several Institutes.

B.C.-Andover Newton Theological School Ph.D. in Theological Studies

In a Joint Doctoral Program with Andover Newton Theological School, the Boston College Department of Theology offers the Ph.D. in Theological Studies.

The Joint Doctoral Program in Theological Studies has as its goal the formation of theologians able to offer intellectual leadership to the academy, to the church, and to society. Accordingly, the program aims at nourishing a community of scholarly conversation, research and teaching which is centered in the study of Christian life and thought, past and present, in a way that contributes to this goal.

The Program is founded on the conviction that theology is an enterprise that invites the integration of Christian commitment and participation in communities of faith with pursuit of the highest standards of academic inquiry. The question of how this invitation informs the studies which such an enterprise involves is part of that ongoing conversation which the program seeks to foster.

The Program belongs, equally, to two schools, each of which is rooted in and committed to a theological tradition: the Reformed tradition at Andover Newton Theological School and the Roman Catholic tradition at Boston College. It has as one of its intrinsic components a call for critical and constructive dialogue, both with other theological positions and with contemporary civilization.

Creative theological discussion and specialized research today requires ecumenical, interdisciplinary, and cross-cultural cooperation, especially in the quest for common theological and philosophical foundations.

The program thus endeavors to provide its students with an education that is inte-

grative rather than narrowly specialized, and one that is set within the context of the Christian church in all of its ecumenical and confessional diversity, and in its relation to contemporary culture. The program is thus "confessional" in nature and theology is done as "faith seeking understanding."

The Joint Doctoral Program is rigorous in its demands that the students master the Christian theological tradition and probe critically the foundations of various theological positions. Students are expected to master the tools and techniques of research, and thus to organize and integrate their knowledge in order to make an original contribution to theological discussion.

The program hopes to prepare students for both academic vocations and other ministries, such as church administration, theological renewal and new ministries, where theological expertise is increasingly felt to be necessary.

Areas of Specialization are as follows: History of Christian Life and Thought, Systematic Theology, and Christian Ethics.

The concentration in the History of Christian Life and Thought examines historical forms of Christian faith, theology and doctrine, behavior, ritual, and institutional development, as well as the problems connected with the assumptions of historical re-construction. The area of Systematic Theology is the contemporary intellectual reflection on the Christian mysteries as an interrelated whole. Christian Ethics brings the sociology of religion and Christian social ethics together as ways of exploring and giving normative guidance to involvement of the church in culture and society. A minor in Biblical studies is also offered.

Among the more distinctive features of this program are the Graduate Colloquia. They bring together, in a regular seminar, students from all areas of specialization with faculty members from the various fields in order to study the great books of the Christian theological tradition, and thereby examine (1) the fundamental presuppositions out of which the major cultural and social developments of the tradition emerged, and (2) the roots of disciplinary study which are presupposed by disciplinary work.

The combination of a Protestant School of Divinity and a Catholic University, within the larger possibilities of the Boston Theological Institute, produces faculty and library resources very favorable for study.

The language examinations, testing the student's proficiency in reading two languages, important for the student's research, must be passed before admission to the comprehensive examinations.

Students admitted to the program will have completed the M.Div. or equivalent degree or will have completed a bachelor's program with a strong background in religion, theology and/or philosophy.

Students are required to take six courses in their major field of concentration,

two to four in their minor and two in each of the other two fields of study during 2 years of full-time coursework. Opportunities for stipends and dissertation fellowships as well as Teaching Assistants and Teaching Fellows are available. Both written and oral examinations will be given in the candidates' major and minor fields of study. A dissertation must be completed before the awarding of the Ph.D. Tuition fellowships and stipends are available.

B.C.-Weston Ph.D. in Theological Ethics

In a Joint Doctoral Program with Weston School of Theology, the Department also offers a Ph.D. in Theological Ethics. The program prepares its graduates for teaching and research positions that call for specialization in Roman Catholic theological ethics or moral theology. It also includes the ecumenical study of major Protestant thinkers, and it attends to the Biblical foundations and theological contexts of ethics. In line with the conviction that faith and reason are complementary, the program explores the contributions of philosophical thought, both past and present. It has a strong social ethics component, as well as offerings in other areas of applied ethics. The exploration of contemporary ethics is set in a critical, historical perspective, and encourages attention to the global and multicultural character of Roman Catholicism. Tuition fellowships and Teaching Assistant stipends are available.

The language examinations, testing the student's proficiency in reading two languages, important for the student's research, must be passed before admission to the comprehensive examinations.

Students admitted to the program should have completed the M.Div. or equivalent degree; a Master's degree in religion, theology, or philosophy, or a bachelor's program with a strong background in religion, theology and/or philosophy.

Religious Education-Pastoral Ministry

See separate listing under Religious Education and Pastoral Ministry section.

Institute of Medieval Philosophy and Theology

In conjunction with the Joint Doctoral Program with Andover Newton Theological School, the Department is also linked to the Institute of Medieval Philosophy and Theology. The institute is a center that unites the teaching and research efforts of faculty members in the Theology and Philosophy Departments who specialize in medieval philosophy and theology. Doctoral degrees are awarded in the Theology (or Philosophy) Department, and students study within one of these departments. The focus of the institute is the relationship between medieval philosophy and theology and modern continental philosophy and theology. The concentration of the philosophy and theology departments at Boston College is in modern continental thought, so the context for carrying on a dialogue between medieval and modern philosophy and theology is well established.

To foster this dialogue and encourage the scholarly retrieval of the great medieval intellec-

tual world, the institute offers graduate student fellowships and assistantships, sponsors speakers programs, runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research, and runs a research center to assist in the publication of monographs and articles in the diverse areas of medieval philosophy and theology, to encourage the translation of medieval sources and the editing of philosophical and theological texts.

The Lonergan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan (1904-1984) have a focus in the Lonergan Center at Boston College. Inaugurated in 1986, the Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works, and it also serves as a seminar and meeting room. The Center is on the fourth level of Bapst Library and is open during regular hours as posted. The director is Professor Charles C. Hefling, Jr.

Boston College sponsors the Lonergan Institute, which provides resources, lectures, and workshops for the study of the thought of Bernard Lonergan, S.J.

Joseph Gregory McCarthy Lecture Series

The Joseph Gregory McCarthy Lecture Series, established by Dr. Eugene and Maureen McCarthy (and family) in the memory of their son, Joseph Gregory McCarthy, is held annually. The Joseph Gregory McCarthy Visiting Professor offers a series of lectures and student and faculty discussions about contemporary theological and religious issues.

The 1992-1993 Joseph Gregory McCarthy Visiting Professor is Professor René Girard. The 1993-1994 Joseph Gregory McCarthy Visiting Professor is Professor Leon Kass. Additional details about the 1992-1993 and 1993-1994 Joseph Gregory McCarthy Lecture Series can be obtained from the Department of Theology.

COURSE OFFERINGS

TH 302 Introduction to Feminist Ethics I (S:3)

Prerequisite: One course in Women's Studies or equivalent.

The course examines the interconnected atrocities perpetrated against women and nature in patriarchal society and analyzes ethical problems confronting women under the prevailing conditions of oppression.

Mary Daly

TH 358 Johannine Community (S:3)

Prerequisite: Introduction to New Testament

Study of the Fourth Gospel and the Johannine epistles. Treats the Johannine material from three perspectives: (1) historical and critical analysis of the text; (2) literary analysis of Johannine symbolism, discourse and narrative, and (3) theological

analysis of the transformation of primitive Christian religious traditions in the Johannine community.

PHEME PERKINS

TH 363 Luke Acts (F:3)

A short introduction to Luke as historian and theologian will be followed by detailed studies of characterization, plot, thematic structure, point of view, closure and rhetorical patterns in this two-volume work.

John A. Darr

TH 368 Apocalyptic Literature (F:3)

Biblical and non-Biblical Christian and Jewish apocalypses, which envision a just, God-centered world, will be studied with special emphasis on their understandings of God, human and human society, the nature of evil and the ultimate destiny of humanity and the world. Sustained attention will be given to the origins of apocalypticism, its social setting and functions and its political and religious implications.

Anthony Saldarini

TH 377 Theological Anthropology (S:3)

A historically contextualized, praxis-oriented, and hermeneutically retrieving study of the sacramentality of human existence, i.e., grounded in Christ as the revelation of the meaning (origin, history, destiny) of humanity. Creation, nature, grace (divinization, life in the Spirit); Paul, Palagianism, Augustine, Aquinas, Scotus, Palamas, Luther, Hegel, Rahner; deism, modern atheism, turn to the subject.

Robert J. Daly, S.J.

TH 379 Eighth Century Prophets (S:3)

This course investigates significant passages in Amos, Hosea, and Micah, emphasizing the meaning of the prophets for today. Archaeology, history, and geography are brought to bear upon the biblical text. Hebrew is not required.

Philip King, S.J.

TH 386 Ethics in a Comparative Perspective: Indian Tradition (S:3)

The Hindu and Buddhist religious traditions are rich in ethical thinking about basic human and religious issues: e.g., human nature and right human behavior; the ideal society; the quest for justice and responses to evil; the religious foundations of our decisions about right and wrong. This course introduces students to the discussion of such issues in the Indian context in two ways: first, by the close study of selected primary texts; second, by attention to specific ethical problems, such as the ideal of non-violence, the tension between the caste system and respect for the individual, and the tension between traditional and modern attitudes toward women. Primary texts include the *Bhagavad Gita*, *Laws of Manu*, *Tirukkural*, and selected early Buddhist texts; secondary sources include Ronald Green's *Religion and Moral Reason: A New Method for Comparative Study*, and selected articles. No prerequisites, but students should have some background in ethics or the study of the religions of India.

Francis X. Clooney, S.J.

TH 387 Scripture and Revelation in India: Two Texts of Devotion (F:3)

An introduction to the religions and sacred texts of India through a careful reading of two texts which synthesize a wide range of religious ideas, practices and goals: the Sanskrit language *Bhagavad Gita* (c. 100 BCE) and the Tamil language *Tiruvaymoli* (c. 700 AD). Attention will be paid to the background of the texts, to their interpretation and use ritually and ethically by Hindus in ancient times and now, to their ideas of God and love of God, and to the supporting notions of revelation and inspiration. Throughout, comparative issues related to revelation, scripture and theology will be addressed when appropriate. No prerequisites, but some background in theology or the study of Indian religions will be helpful. (Supplemental classes can be arranged for students able to read Sanskrit and Tamil.)

Francis X. Clooney, S.J.

TH 389 Parables of Jesus (F:3)

Prerequisite: Introduction to New Testament or Old Testament

Studies the parables of Jesus: (1) as literary forms in the context of ancient instructional literature; (2) as evidence for the social and historical setting of the ministry of Jesus, and (3) as shaped by the literary and theological interests of the individual gospels. Contemporary approaches to the historical Jesus and gospel criticism will be discussed.

PHEME PERKINS

TH 391 Book of Genesis (F:3)

This course deals in depth with selected passages in Genesis, emphasizing theological themes and their relevance for today. Where pertinent, archaeology and other disciplines are brought to bear on the text of Genesis. No required text. Hebrew not required.

Philip King, S.J.

TH 398 Conversion and Grace (S:3)

History, phenomenology, and systematic theology of conversion and grace. Griffin and O'Rourke on components of conversion. Ernst on biblical and historical sources. The issue of doctrines according to Pelagius and Augustine. Aquinas's systematic reflection on God's action in the human person. Lonergan and Doran on types of conversion.

Louis Roy, O.P.

TH 423 (CL 320) Seminar in Latin Patrology (S:3)

Prerequisite: Latin

A critical and philological examination, in the original, of a genre, author, problem, or period in the history of Latin patristic literature. This semester the seminar will be devoted to the study of Lactantius.

Margaret A. Schatkin

TH 425 (CL 323) Seminar in Greek Patrology (F: 3)

Prerequisite: Greek

A critical and philological examination, in the original, of a genre, author, problem, or period in the history of Greek patristic literature. This semester will be devoted to the study of John Chrysostom.

Margaret A. Schatkin

TH 430 (ED 839) The Psychology of Religious Development (S: 3)

See course description under Institute of Religious Education and Pastoral Ministry.

H. John McDargh

TH 433 Foundations in Christian Ethics (F:3)

See Institute of Religious Education and Pastoral Ministry section.

James A. O'Donohoe

TH 442 Religion in the United States (F: 3)

An historical survey of the religious, theological and institutional developments of the major Christian, Jewish, and civil religious traditions in the United States.

Thomas E. Wangler

TH 443 Faith of American Catholics (S: 3)

This course will treat the various ways in which Catholics have believed the Catholic faith in the United States, by examining catechisms, hymnals, liturgical and devotional literature, church architecture and decoration, and so on. A major interest of the course will be the ways in which Catholics dealt with symbols of the nation and civil religion.

Thomas E. Wangler

TH 446 Dante and Christianity (F:3)

Analysis of Dante's view of Christianity and its relation to civil society. Investigation of new approaches to the study of the *Divine Comedy* and the basic problems that it raises. This course is also of interest to students in Political Science.

Ernest Fortin, A.A.

TH 458 Bible Tales and Retelling in Literature and Film (S:3)

This course has a double focus. It will consider how we read biblical stories and propose new possibilities for how biblical stories can be read, and it will assess the impact of the Bible on popular culture by analyzing retellings of familiar biblical stories in modern literature and film.

J. Cheryl Exum

TH 470 Theology and the Nineteenth Century: Schleiermacher and Newman (F:3)

A close reading of texts by two thinkers who continue to exert an influence on theology at the end of the twentieth century. For Schleiermacher, they will most likely include the Brief Outline of the Study of Theology, the Speeches on Religion, and at least substantial portions of The Christian Faith; for Newman, the essays on Development of Doctrine and on A Grammar of Assent, the university sermons, and the Apologia pro Vita Sua. Additions to this list are possible.

Charles C. Hefling

TH 473 Theology of the Church (S:3)

As a theological exercise of "faith seeking understanding," this course will begin with the creedal statement of faith in "one, holy, catholic and apostolic church," and seek an understanding of the mystery of the church, especially in the light of the teaching of the Second Vatican Council.

Francis A. Sullivan, S.J.

TH 480 Introduction to Ecclesiology (F:3)

This course will focus on Vatican II's declaration, "The Dogmatic Constitution of the

Church." The following themes will be developed: the Church as mystery, as the people of God, as the temple of the Holy Spirit, as the Body of Christ, as the universal sacrament, and the like. The meaning and justification of the claim that Jesus founded the Church and that it subsists in the Catholic Church will also be examined.

The Department

TH 486 Christian Social Thought and Economic Justice (F:3)

This course will examine some of the main currents in Christian social thought over the past hundred years, as well as their appropriation and development in the context of economic life in the contemporary United States.

David Hollenbach, S.J.

TH 488 Feasts and Season (F:3)

This seminar will investigate the origins and development of the Christian liturgical year, especially the evolution of the Lent, Easter and Christmas cycles.

Pamela Jackson

TH 510 On the Trinity (F:3)

An introduction for those who have wondered about God as Three in One: a schematic outline, in lecture format, of the historical development of the trinitarian doctrine with discussion of a possibly relevant systematic understanding of it (the psychological analogy).

Frederick Lawrence

TH 515 Soteriological Models and Atonement Theories (F:3)

A study of the way (1) in which some OT models, especially Passover, sin-offering, Suffering Servant, Akedah (sacrifice of Isaac) influenced the concept of Christ as savior; and (2) in which this concept, under the influence of historico-cultural and religious pressures has, in the life of the Church and to this day, found expression in various atonement theories.

Robert J. Daly, S.J.

TH 526 Medieval Theology II (S: 3)

A study of medieval theologians and theological themes from Thomas Aquinas to the end of the middle ages. The authors will be Thomas Aquinas, Godfrey of Fontaines, Henry of Ghent, Duns Scotus, Peter Aureoli, William of Ockham, Thomas Bradwardine, Gregory of Rimini, and Gabriel Biel. The themes dealt with will be union of natures in Christ, man's knowledge of God, eternity of the world, man's freedom, divine foreknowledge, divine will and power, pelagianism, and grace and merit.

Stephen F. Brown

TH 529 Nietzsche and Christianity (S:3)

Origin and nature of contemporary existential thought as seen through Nietzsche's principal works. The new atheism and the notion of post-Christianity. Particular emphasis on the relation of Christianity to modern thought. This course is also of interest to students in Political Science.

Ernest Fortin, A.A.

TH 530 Field Education and Supervised Practicum in Pastoral Ministry (S: 3)

See course description under Institute of Religious Education and Pastoral Ministry.

Claire Lowery

TH 538 Directed Research in Pastoral Ministry (F, S: 3)

See course description under Institute of Religious Education and Pastoral Ministry.

Claire Lowery

TH 541 Cultic Process and the Origin of Christianity (S: 3)

Course deals with the origins of Gnosticism from Judaic Palestine and Christian background, tracing its development through the first three centuries. Historical and sociological material will serve as the basis for development of psychodynamic hypotheses regarding the development of cults and religious movements.

William W. Meissner, S.J.

TH 545 The Spiritual Disciplines of Buddhists in Asia (S: 3)

This course will serve as an advanced introduction to Mahayana Buddhism through a study of its practices (Mahayana is the form of Buddhism now practiced in Tibet, China, Japan, Korea). Traditional practices of devotion, ethical discipline, ritual, and art will be analyzed in relation to Mahayana Buddhist psychology, philosophy and methods of meditation. Primary source readings will include descriptions of religious practices and autobiographies by Indian, Tibetan and Chinese Buddhist masters. No required prerequisites, but prior study of religion or of Asian cultures is recommended.

John Makransky

TH 553 Feminist Ethics I (F: 3)

Prerequisite: One course in Women's Studies or equivalent.

Analysis of the emerging feminist ethos as distinct from "feminine" morality defined by sexually hierarchical society. Examination of the unholy trinity: rape, genocide, war. Special attention will be given to the problem of overcoming the unholy sacrifice of women through individual and participatory self-actualization. The course will explore the problem of redefining "power" and "politics" through the process of living "on the boundary" of patriarchal institutions.

Mary Daly

TH 554 Feminist Ethics II (S: 3)

Prerequisite: One course in Women's Studies or equivalent.

The course will reflect upon and be part of the process of transvaluating values in the women's consciousness and action. We will explore the problem of breaking old habits ("virtues" and "vices") instilled through patriarchal teachings and practices. We will consider specific manifestations of sexual politics in religion, language, education, the media, medicine, and law. May be taken separately from TH 553.

Mary Daly

TH 561 Christian Ethics and Social Issues (S:3)

Critical analysis of major text in Christian social ethics, with special emphasis given to issues of faith, peace, and justice. Special attention given to moral teachings and ethical methods of Roman Catholic social ethics, but perspectives within

Protestant Christianity will also be studied and discussed. Special issues include economic, racial, and social justice, war and peace, and gender, family, and abortion.

Stephen Pope

TH 565 Mythic Patterns of Patriarchy I (F: 3)

Prerequisite: One course in Women's Studies or equivalent.

Analysis of patriarchal religious myths and symbols which overtly and subliminally affect belief and behavior in society. We will consider the social constructions of reality that are engendered and legitimized by such myths and symbols. The course will include an analysis of secular incarnations of patriarchal religious myth, especially in the professions and in the manifestations of phallogocentrism.

Mary Daly

TH 566 Mythic Patterns of Patriarchy II (S: 3)

Prerequisite: One course in Women's Studies or equivalent.

A study of mythic Goddess-murder (e.g., the Babylonian creation myth) and societal reenactments of such myths in the ritual atrocities in modern technocracy as well as in pretechnological societies. We will focus on the mythic and theological archetypes and other "sacred canopies" of legitimation which have justified such atrocities as Indian suttee, Chinese footbinding, African initiation rites, European witchburning, abuses in modern medicine, animal experimentation, and the rape of the planet through nuclear and chemical contamination. May be taken separately from TH 565.

Mary Daly

TH 576 Aquinas' Treatise on God (F:3)

An in-depth study of the inner logic and dialectic of the treatise on the one God in the *Summa Theologiae*, complemented with other writings by Aquinas. Class format: a seminar.

Louis Roy, O.P.

TH 605 Integrative Callauium: Theology and Pastoral Practice (F: 3)

See course description under Institute of Religious Education and Pastoral Ministry.

Claire Lowery

TH 610 (ED 636) Biblical Spiritualities for the Educational Ministry (S:3)

See course description under Institute of Religious Education and Pastoral Ministry.

Mary C. Boys

TH 698 The Search for the Self in Religion and Psychology (S:3)

The discourse of spirituality, both east and west, has traditionally been full of references to "the self" - finding the self, losing the self, self-love and self-abandonment. But what is this "self" that is the focus of spiritual work? And what is the contemporary condition and experience of "the self"? This course will invite students to engage this question from a number of different vantage: contemporary depth psychology which in the last twenty years has seen a retrieval of the category of "the self," the literature of social psychology, and traditional spirituality both eastern and western.

H. John McDargh

TH 717 (ED 635) The Education of Christians: Past, Present and Future (S: 3)

See course description under Institute of Religious Education and Pastoral Ministry.

Thomas Groome

TH 824 Ministry in the Early Church (F:3)

The statement of Vatican II that the Church of Christ "subsists in the Catholic Church" depends heavily on the validity of the claim that the ministerial structure of the Catholic Church represents the divinely-willed development of the ministry in the early Church. This course will examine the grounds of that claim, in the New Testament and in the documents of the first three centuries.

Francis A. Sullivan, S.J.

TH 826 Introduction to the Old Testament (Graduate) (F: 3)

An introduction to the history, religion, and literature of ancient Israel. The course will combine lecture and discussion with discussion sessions aimed particularly at acquainting students with the methodological approaches current in biblical scholarship.

J. Cheryl Exum

TH 827 Introduction to the New Testament (Graduate) (S: 3)

Historical, sociological and literary methods are introduced, evaluated and applied to canonical texts. Special attention is given to issues of unity/diversity in early Christian thought and the relevance of Scripture to modern faith.

John Darr

TH 829 Ethics of Sex and Gender (S:3)

Christian theological perspectives on several aspects of female-male relationships: sexual ethics, gender roles, social institutions of marriage and family. Special but not exclusive attention will be given to the Roman Catholic tradition.

Lisa Cahill

TH 832 Trinitarian Missions and the Human Good (S:3)

This course will depart from the Missions of the Trinity to explore the dynamics of the Christian conversation as it develops in the life, belief and thinking of Christians. Christian faith is intrinsically related to the concrete outcome of human acts of knowing and deciding and acting (the human good) as conversational, both as setting concrete conditions for human conversations as broken down, thwarted, or unable to occur (redemption), and as attracting and drawing human beings into the epitome of conversation which is the Trinity.

Frederick Lawrence

TH 855 Systematic Theology I (F: 3)

Systematic theology explores the Christian faith as an organic whole, the full range of the Christian mysteries, their inner coherence and harmony, their intelligible relationships to each other and to the totality of the Christian faith, ordering principles, and the like. First semester will focus upon the two-volumes, *Systematic Theology*, ed. Fiorenza and Galvin.

Harvey Egan, S.J.

TH 856 Systematic Theology II (S: 3)

Systematic theology explores the Christian faith as an organic whole, the full range of the Christian mysteries, their inner coherence and harmony, their intelligible relationships to each other and to the totality of the Christian faith, ordering principles, and the like. Second semester will focus upon a careful examination of Karl Rahner's *Foundations of Christian Faith* and *The Content of Faith: The Best of Karl Rahner's Theological Writings*.

Harvey Egan, S.J.

TH 862 The Rise and Meaning of Modern Atheism (S: 3)

The rise of modern unbelief takes its intellectual origins from the strategies employed by theologians and philosophers of the early modern period to counter a putative atheism. This course proposes to attend briefly to these origins, but then to examine the development of modern atheism as its arguments were engaged by the theologians and philosophers of the nineteenth century.

Michael J. Buckley, S.J.

TH 884 Vatican II and the Roots of Modern Catholicism (F:3)

The significant Vatican II documents will be examined along with the Christian historical experiences that led to them. Part of the course will be used to analyze whether the goals of Vatican II have been achieved and if not, why not.

Donald Dietrich

TH 885 Life, Structure, Thought in the Christian Community to 1500 (F: 3)

A one-semester survey of major themes in the history of Christianity to 1500. Topics for study and discussion will include the development of church organization and structure; monasticism; forms of religious dissent and reform; spirituality; pastoral care and popular piety.

Patricia DeLeeuw

TH 888 Master's Interim Study (F: 0-S: 0)

For those students who have not yet passed the Master's Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters, used for preparation for the comprehensive. The registration fee plus the activity fee are the only payments required.

TH 890 The Ethics of St. Thomas Aquinas (F:3)

Critical analysis of major texts from Thomas' *Summa Theologiae*. Focus on human flourishing, love, natural law, and virtues, especially charity. Format: seminar, discussion, supplemented by occasional lecture. Limit: 15.

Stephen Pope

TH 893 Contemporary Theories of Justice (S:3)

A study of recent interpretations of the meaning of justice in the English-speaking world (e.g. Rawls, Nozick, Sandel, Elshtain, MacIntyre, Walser, Okin) and the critique and appropriation of these interpretations in Christian ethics.

David Hollenbach, S.J.

TH 899 Readings and Research (F, S: 3)

In rare cases where regular courses do not meet the needs of students, independent research may be arranged by a student with a faculty member. Professor's written consent, on a form obtained

from the department, must be secured prior to registration.

The Department

TH 901 (ED 735) Traditions of Religion and Education (F: 3)

See course description under Institute of Religious Education and Pastoral Ministry.

Mary C. Boys

TH 983 Second Year Graduate Colloquium (S: 3)

Limited to, and required of, students in the BC-ANTS Joint Doctoral Program in their second year of residency. All second-year students should consult with the Director of Graduate Studies, prior to registration, about the correct procedure to be used in registering for this course.

PHEME PERKINS

S. Mark Heim

TH 990 First Year Graduate Colloquium (S: 3)

Limited to, and required of, students in the BC-ANTS Joint Doctoral Program in their first year of residency. All first-year students should consult with the Director of Graduate Studies, prior to registration, about the correct procedure to be used in registering for this course.

PHEME PERKINS

S. Mark Heim

TH 998 Doctoral Comprehensive (F: 0-S: 0)

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive. The registration fee plus the activity fee are the only payments required.

TH 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy.

UNIVERSITY COURSES

The course listed below is an interdisciplinary course taught by William Meissner, S.J., the University Professor of Psychoanalysis. This course is of interest to graduate students in various disciplines.

UN 876 Psychoanalytic Forum Lectures (F: 3)

A series of lectures which deals with various aspects of psychoanalysis in dialogue with the academic disciplines. This year-long course involves attendance at each of the lectures

in the Psychoanalytic Forum Lecture Series. A formal meeting following each lecture will be arranged with the instructor for discussion and reading assignments. An extensive paper will be required at the end of the course.

William W. Meissner, S.J.

THE WALLACE E. CARROLL GRADUATE SCHOOL OF MANAGEMENT

The Master in Business Administration Program

The M.B.A. program provides mature men and women with a broad professional education that prepares them for management careers in business and other sectors of society. The Boston College M.B.A. program demands mastery of technical and analytical skills but treats these skills as necessary, but not sufficient characteristics, of effective management education. In addition, Boston College seeks to cultivate in the men and women it selects an orientation towards responsible, inquiring action.

The program emphasizes development of action skills necessary to implement decisions and learning from experience, as well as an appreciation of human values and the importance of ethical behavior in management. The integration of concerns for technical competence, action effectiveness, and ethical values helps to define the distinctive character of the Boston College M.B.A. program.

The Boston College M.B.A. program is comprised of fifty-five credit hours and is offered on a full-time and part-time basis.

Accreditation

The Boston College Wallace E. Carroll School of Management is fully accredited by the American Assembly of Collegiate Schools of Business. The School is also a member of the Graduate Management Admission Council (GMAC) and the New England Association of Graduate Admission Professionals.

Master of Science in Finance

The Master of Science in Finance program offers advanced financial training designed to build upon a Bachelor's or Master's degree in Business Administration with minimal course overlap. The program will prepare candidates for the application of advanced financial theory and practice, including current quantitative frameworks in financial analysis as they apply to a wide range of complex financial management problems.

Candidates for the M.S. in Finance typically will have an undergraduate or graduate degree in management. While the ideal candidate has had at least two courses in Finance, consideration will be given to advanced work in accounting or economics. Applicants' quantitative skills will be weighted heavily in the admission decision.

The M.S. in Finance program is comprised of eight required and two elective courses, each worth three credits. This ten-course schedule is designed for completion in two years of part-time study, including one summer, or one year of full-time study.

Ph.D. in Management with a Concentration in Finance

Boston College offers a Ph.D. in Management with a concentration in Finance. Beyond providing students with a solid training in financial theory and quantitative research methods, the program is designed to give students the conceptual foundation, motivation, and academic skills necessary to excel in scholarly research and teaching.

Course requirements are typically fulfilled by completing eighteen courses, by submitting a research paper, and by successfully completing a comprehensive examination in the first two years of the program. The last portion of the program—up to two years—is devoted to the dissertation. Ph.D. candidates work as research or teaching assistants throughout their time in the program.

Ph.D. in Management with a Concentration in Organization Studies

Boston College offers a Ph.D. in Management with a concentration in Organization Studies. The program is designed to provide the knowledge of theory and research methods, as well as the practical skills that enable the student to become a productive scholar and an excellent teacher.

The intellectual theme of the program emphasizes organizational transformation, which refers to fundamental changes in organizations that influence their character and effectiveness. This theme reflects the faculty's view that organizations in the 1990s and beyond will face fundamental change at a faster pace than ever before, and organization members will need new knowledge and skills to make such changes constructive.

The student is expected to be in full-time residence at the University for three years in order to complete course requirements and a dissertation. Financial support as well as tuition remission is available for students who serve as research and teaching assistants while in residence.

A separate brochure is available describing the program, prerequisites, and application procedures in detail. For further information, call 617-552-3955.

Joint J.D.-M.B.A. Program

The Graduate School of Management and the Law School at Boston College offer a joint J.D.-M.B.A. Program. Students in the program must be independently admitted to both schools. Credit for one semester's courses in the M.B.A. program is given towards the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given towards the M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than, the five required for completing the two degrees separately. Joint J.D.-M.B.A. degree candidates are billed at the Law School tuition rate for their first year at the Law

School and at the GSOM rate for their first year in the M.B.A. program. They are billed at the Law School rate for their final two years of the program (during which time they take the equivalent of three semesters' work at the Law School and the equivalent of one semester at GSOM). Interested candidates can obtain detailed information from the respective Graduate Deans' offices.

Joint M.S.W.-M.B.A. Program

The Graduate School of Management and the Graduate School of Social Work offer a joint M.S.W.-M.B.A. Program. Students in the program must be independently admitted to both schools. Credit for one semester's courses in the M.B.A. program is given toward the M.S.W. degree, and, similarly, credit for one semester's courses in the M.S.W. program is given toward the M.B.A. degree. Both degrees can thus be obtained within three academic years, rather than, the four required for completing the two degrees separately. Joint M.S.W.-M.B.A. degree candidates are billed at the GSSW rate for their first year in the M.S.W. program and at the GSOM rate for their first year in the M.B.A. program. They are billed course by course in their final year of the program (during which time they take the equivalent of one semester's work at each school). Interested candidates can obtain more detailed information from the respective Graduate Deans' offices.

Joint M.B.A.-Ph.D. in Sociology Program

The Graduate School of Management and the Department of Sociology at Boston College have a joint M.B.A.-Ph.D. program. To enter this program, students must be independently admitted to both schools. The joint degree program requires approximately one year less course work than the two degrees taken separately. Joint degree candidates complete 42 credits at GSOM rates and 39 credits and a doctoral dissertation in the Department of Sociology. Interested candidates can obtain more detailed information from the Graduate Deans' offices.

Semester Study Abroad

Boston College maintains international student exchange programs with several overseas business schools. Students selected to participate in these programs spend the fall semester of the second year abroad. They may also spend the preceding summer in intensive language instruction programs. Students who successfully complete the program abroad receive credit for four courses.

Special Study

In some instances, students may wish to pursue specific areas which are not included in the regular program of study. In the second half of the program there are options available to meet this need:

1. *Thesis Option:* The thesis program provides an opportunity for the student to work indepen-

dently on a specific problem of his or her choice, for example: a) selecting and defining the problem, b) gathering, organizing, and evaluating the information, c) interpreting the results and reaching sound conclusions, d) preparing clear, logical written presentations; and e) defending his or her position in an oral examination. It is significant to point out that this research approach, wherein the student performs largely on his or her own initiative, closely parallels the kind of responsible assignment given to professional managers. The thesis, administered through MH 891 and MH 892, offers six credits.

2. *Independent Study Project:* A student may propose an independent study project to a faculty member, the satisfactory completion of which will substitute for elective credits in the second level of the curriculum.

To qualify for an independent study project, the student must submit a written proposal for the endorsement of the faculty member and the Graduate Dean.

3. *Research Teams:* On occasion, students may be selected to work on research teams under the direction of experienced faculty researchers. In such cases, the student gains the added advantage of formal research direction and close working relationships with faculty members who are actively engaged in substantive research endeavors.

Teaching Methods

The quality of an educational program is reflected not only in the soundness of its curriculum but also in the effectiveness of its teaching methods. The M.B.A. program does not identify one method of teaching as the most effective medium for graduate instruction. Course content and individual teaching styles are important factors which suggest the use of several different teaching methods. In this regard, we recognize the privilege and the deep responsibility of the individual professor to choose his or her own method of instruction including seminar, case method, simulation, lecture plus group discussion, work groups, or other combination of methods he or she considers most effective for his or her course.

Generally speaking, course work will involve considerable analysis and discussion of business problems. Student effort will involve both substantial pre-class preparation and active participation in class discussions. At the graduate level, a student is capable of reading and understanding most of the text material without instructional guidance. Class time, therefore, is concerned with the application of the text material to specific business problems, rather than with reviewing textbook assignments. As a result, academic performance is measured not so much on memory-based examinations but on the student's demonstrated ability through businesslike reports, class discussion, and oral presentations to apply his or her knowledge to the solution of business problems.

While individual business problems, cases and examples are used as a means of providing active student participation in the learning process, it is important to note that our objective is not to teach

specific problem solutions, but rather, to develop in the student a growing awareness of the broader principles of managerial problem-solving and decision-making.

M.B.A. Program Options

The full-time option is a two-year program, comprising fifty-five credits. Thirty-one credits are earned during the first year in the core curriculum required of all students. The remaining twenty-four credits (eight semester courses) are earned during the second year. Six of these eight courses are open to the student's election, with most students choosing to concentrate four of their electives in an area of specialization such as marketing or finance (see Elective Offerings and Concentrations). The final two capstone courses in Strategic Management are required of all students and serve to integrate the program as a whole.

The part-time program is usually completed in three and a half or four years and comprises fifty-five credits. In the part-time option, students generally attend classes two evenings a week and often take a course during the summer session. Their program is similar to that of full-time students—the core curriculum followed by six electives and the two capstone courses in Strategic Management and Social Issues in Management.

The program is designed for people from diverse academic backgrounds including liberal arts, engineering, math, science, education, health care, and business.

The program is also designed to be of interest to students who already hold relevant graduate degrees in fields other than management.

M.B.A. candidates who have completed course work at other AACSB accredited management programs—with grades of 'B' or better—may be allowed up to four courses (12 credits) of advanced standing credit.

The Core Curriculum

The core curriculum introduces the student to the functional areas of business. Concurrently, the core focuses on the development of analytical and decision-making skills and pays considerable attention to interpersonal skills and reflective management practices. Throughout the M.B.A. experience, students are encouraged to treat the program as an organizational setting in which they and the faculty have the responsibility to enact and to observe effective managerial practices and to criticize, humanely, ineffective practices.

For example, students will write a paper analyzing their own managerial effectiveness as members of study groups. Later, they will be asked to define and complete a major research project. The research projects will vary widely, some focusing on quantitative problems, some on systems design, some on interpretations of the actual activities observed in a live organizational setting, and others on solving specific problems for clients in the Boston

area. These projects are presented to the faculty and students at the end of the year. Awards are given in recognition of excellence and achievement.

The core curriculum includes courses in Economics, Accounting, Financial Management, Statistics, Computer Information Systems, Marketing, Operations Management, International Management, Organizational Behavior, and Perspectives on Management. All students must complete the core requirements.

The following short descriptions introduce these courses.

Computer Information Systems

The advances made in information technology—primarily computers and communications—have been revolutionary. We are rapidly moving from an era of information scarcity to one of abundance; and an organization's ability to manage this abundance is an increasingly important issue. Thus, a major challenge facing management is the effective creation and use of information and the systems that capture, structure and convey such information.

Organizations have frequently failed to achieve their goals because managers did not have sufficient conceptions of, and experience with, information systems and technology, their strategic use, and their relationship to strategic planning.

This course is a primarily non-technical one designed for executives and other managers who must resolve an often bewildering array of organization, resource allocation, integration, planning and performance issues involving information systems, which are critical to the success of their enterprises.

It is strongly recommended that students purchase or lease their own microcomputers and have competence in the use of its associated software, including word processing programs, spreadsheets and graphics programs. These and other programs will be used in the M.B.A. courses and should prove useful throughout a management career.

MC 707-Computer Information Systems 3

Statistics

Statistical techniques are used in many management disciplines. The statistics course will consider mathematical and statistical methods useful for the analysis of business problems. Students will learn statistical techniques such as correlation, regression, hypothesis testing and analysis of variance.

MD 705-Statistics 3

Accounting

New management technologies and changes in the business environment during the past two decades have caused managers to look anew at the traditional function of accounting. At the outset, course work will be concerned with the development and use of accounting information to evaluate the status and performance of business enterprises. Attention will be given to the reporting of information for use by persons and institutions outside the enterprise. In the second part

of the course, the focus will be on the use of accounting information in managerial decision-making.

MA 701-Accounting 3

Financial Management

Prerequisite: MA 701

This course deals primarily with the firm's investment and financing decisions. Topics treated intensively include valuation and risk, capital budgeting, financial leverage, capital structure, and working capital management. Also discussed are financial statement analysis and tools of planning and control. Some attention is given to financial institutions and their role in supplying funds to businesses and non-profit organizations.

MF 704-Financial Management 3

Operations Management

Prerequisite: MD 705

This course covers the concepts, processes, and managerial skills needed in producing goods and services. The course focuses on decisions that convert broad policy directives into specific actions within the organization and that guide the monitoring and evaluating of the activity. The major techniques of quantitative analysis are applied to a variety of managerial decision problems. Emphasis is placed on developing formal analytic skills, especially in structured problem solving and on recognizing both the strengths, limitations, and usefulness of management science approaches.

MD 707-Operations Management 3

Organizational Behavior

Effective business decision-making and implementation require coordinated action on the part of many individuals within an organization structure having both formal and informal overtones. The course is designed to teach the behavioral skills necessary for individuals to become effective managers in order to diagnose, implement, and change 1) individual human behavior, 2) group interaction, 3) leadership and power relations, 4) organization structure and design. The student discovers the nature of the patterns of individual, group and organization behavior from case descriptions, organizational exercises, group discussions, and role-playing activities. Individual, group and organizational behaviors are considered from both the systems and historical perspectives.

MB 709-Organizational Behavior 3

Marketing

This course focuses on the managerial skills, tools, and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services and ideas. The material is presented in a three-part sequence. Part one deals with understanding the market place. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions and distribution. The third part of the course deals with overall strategy formulation and control of the marketing function. Students in this course will come to understand the

critical links between marketing and the other functional areas of management.

MK 705-Marketing 3

Economics

The Economics course emphasizes the principles and relationships which form the basis for managerial decisions within the firm and projections of the economic environment outside the firm. Traditional micro-economic, macro-economic and international economic concepts are integrated by using a systems analysis approach. Application of economic theory to the solution of contemporary problems helps develop skills in taking managerial action.

MD 700-Economics 3

International Management

In the international management course, students will identify and analyze those factors which create the unique characteristics of the international firm. Students will also learn how to solve specific categories of international business problems and how to take advantage of international business opportunities.

Specifically, the first part of this course deals with the environment of international business. The theory of foreign trade and investment, international monetary flows and institutions, relationships between governments and international firms, analysis of foreign cultures, and the problems of developing countries are topics which will be explored.

The second part of the course will deal with entry into international business and with international investment strategy. Then, the focus will turn to unique organizational issues in the international firm.

MM 708-International Management 3

Perspectives on Management I

This is the first of a two course sequence that integrates all the core courses. It provides an historical examination of management, as well as, a forum for the discussion and development of action skills and the cultivation of personal values and ethics in the art of management.

Students receive feedback about their managerial styles and experiment toward increasingly responsible and effective modes of management.

MH 702-Perspectives on Management I 2

Perspectives on Management II

In this course, students apply skills learned during the core curriculum to a consulting project with an organization. Student teams select a client, assess the client's needs, prepare a work plan, conduct a variety of consulting activities, and present results in an interim and final a report.

M.B.A. core faculty members and second-year M.B.A. students act as resources to teams. Class sessions focus on the consulting process and workshops build managerial skills. The course culminates in a two-day oral presentation competition.

MH 702-Perspectives on Management II 2

The Experience of the Core Program

The foregoing course descriptions already suggest that the core program, whether taken on a full-time or on a part-time basis, is an intense experience. The core program is also an integrated experience, far more coherent than the different course descriptions can suggest. One source of integration is that special sessions in the full-time program and in the part-time program are reserved for integrative events and exercises. A second source of integration will be regular student study-group meetings to bring different points of view to bear on cases and theories. A third source of integration will be the management simulation and the field research projects undertaken as part of the Perspectives on Management course.

Throughout the core program, in classes and in the special integrative activities just described, students will repeatedly be put in the position of performing professionally, whether in terms of oral or written presentations or in terms of managing a group to accomplish certain tasks. Students will receive feedback about their managerial style and will be asked to experiment toward increasingly responsible and effective modes of management. The overall aim of the core curriculum is to prepare students not just to think effectively but to *act* effectively under conditions of complexity and uncertainty.

The Required Capstone Courses in Strategic Management and Social Issues in Management

After completing the core courses, students take two integrative capstone courses-Strategic Management and Social Issues in Management-during the second half of their program, along with six elective courses.

Strategic Management

Prerequisite: First-year M.B.A. core curriculum.

The strategic management course deals with the overall general management of an organization. It stresses the role of the manager as strategist and coordinator whose function it is to integrate the conflicting internal forces that arise from among the various organizational units while simultaneously adapting to the external pressures that originate from a changing environment.

Case analysis of organizations of different types, sizes, industries, and stages of development provide the basis for determining organization strategies and policies under conditions of uncertainty and for developing the analytical, conceptual, decision-making, and human skills appropriate to the role of the general manager. The student is given ample opportunity to review different managerial philosophies and styles and the role that managerial values play in strategy formulation. In this context, one is asked to ponder what one's own answer to the How-To-Manage question will be.

The course serves as an integrating experience for the M.B.A. Program in that it draws heavily upon and uses much of the knowledge and skills developed in the core curriculum.

MD 710- Strategic Management 3

Social Issues in Management

Prerequisite: MD 710

This course concentrates on the dynamic external environment surrounding the organization. It views the external environment from several perspectives: as a complex set of interrelated economic, legal, political, social, ecological, and cultural influences upon the organization, as a constellation of publics or constituencies (suppliers, unions, stockholders, government, local community, pressure groups, etc.) affecting the organization, or as a set of social issues (e.g., consumerism, pollution, discrimination, public disclosure, etc.) involving the organization and society.

Through case analysis, the student gains insight into the complicated interrelationships between the organization and its surrounding environment and learns skills useful in scanning and coping with that environment. Environmental analysis, which considers such topics as ideology and social contract, corporate power, corporate social responsibility, formulating corporate social policy, and social auditing, involves the student in designing managerial responses to deal with problems or issues posed by the social environment.

In dealing with these problems and issues, both a societal and a managerial perspective is maintained. That is, society's needs, wants, and values are considered along with what should be the organizational and managerial responses. In this context, students develop awareness of the problems encountered when making decisions under conditions of value conflicts and learn about the role of the general manager as a linking pin between the organization and its environment.

MD 711- Social Issues in Management 3

Elective Offerings and Concentrations

Beyond the core curriculum and the two integrative capstone courses, students take six free electives of which as many as four electives can be in a selected concentration area with the balance in other areas. Concentrations are offered in the following areas: Accounting, Computer Science, Financial Management, Marketing, Organizational Studies, Operations Management, and Strategic Management. The concentrations may include approved courses from other areas of the M.B.A. Program as well as approved courses offered by other colleges and schools of the University. An M.B.A. student may choose to tailor electives. Any student who wishes to do so may offer for consideration a package of logically interrelated subjects differing from any concentration specified—for example, in the areas of Public Management or International Management. The set of courses will be accepted in satisfaction of the concentration requirement with the written approval of the assigned faculty member in a concentration area which most closely relates to the student's prospectus.

A thesis written by the student and approved by the faculty may be elected by the student. The thesis, administered through MH 891 and MH 892, offers six credits.

The elective courses available for concentrations are described in the Carroll Graduate School of Management Bulletin.

Career Services

Few candidates arrive knowing exactly what careers they want to pursue. Even those who think they know where they are heading often develop new job objectives through exposure to the curriculum, to other students, faculty and to opportunities made available by the Carroll Graduate School of Management's (CGSOM) Office of Career Services and Alumni Relations.

The CGSOM Office of Career Services and Alumni Relations is exclusively for the use of full- and part-time Graduate School of Management's students and alumni/ae. It is a major employment and counseling resource for all students. During the first year, the Office of Career Services and Alumni Relations aids students in obtaining summer positions, and in the second year, in obtaining permanent employment. This office helps students market themselves and develop effective career search and salary negotiation skills. The Office of Career Services and Alumni Relations also assists in the preparation of student resumes. Second-year students are often contacted directly by prospective employers who may interview students on campus or at their organization.

Other career-related activities are specific career development seminars and workshops with representatives from business, government and various non-profit agencies. The Office of Career Services and Alumni Relations keeps alumni and students in touch with one another via an active Alumni Career Advisory Service which currently lists two hundred M.B.A. alumni as members.

Personal career counseling is available to those who seek it either through meetings with the Director of the Office of Career Services and Alumni Relations or with some faculty who maintain a very special interest in student placement. Finally, part-time students are always welcome to discuss possible career changes while still in the program and are encouraged to utilize the resources and services of the program and the University.

ADMISSION TO THE M.B.A. PROGRAM

The Admissions Committee has the difficult task of selecting, each year, approximately 100 full-time students and 125 part-time students from a pool of approximately 900 applications. The objective is to select people who have high potential for success as either professional managers or business entrepreneurs.

The most important tool in this selection process is the application itself because it allows each applicant the opportunity to present data unique to himself or herself. We are seeking candidates who are not only academically strong but who can benefit from the program and who will contribute significantly to the learning experience of their peers.

Work experience is not an absolute requirement for admission. However, full-time employ-

ment prior to enrollment strengthens the application.

The admission decision is based on a combination of factors rather than on any one factor.

Consideration is given to a candidate's:

1. Academic record;
2. Score on the Graduate Management Admission Test;
3. Potential for leadership in business as evidenced in part-or full-time work experience, military service, community or extracurricular activities;
4. Statements on the application form concerning reasons for pursuing a professional course of study in management;
5. Letters of recommendation.

The Admissions Committee does not establish a required minimum undergraduate average for entrance into the program. However, the most recently enrolled class had an average GPA of 3.10 and an average score of 563 on the Graduate Management Admission Test. Work experience is also regarded favorably by the committee. The admission decision is based on an evaluation of the total application rather than upon the academic record alone.

An application fee of forty-five dollars should accompany the completed application forms.

Applicants may request an informational interview with a member of the staff of the Carroll Graduate School of Management. Personal interviews are not a required part of the admission procedure and are viewed only as an opportunity for the applicant to become better acquainted with the program rather than as a screening device in the application process. In addition, information seminars are held regularly for both the full- and part-time programs. These allow prospective students to meet with current students, faculty and administrators to learn more about the program.

Admission Procedure

The application form packet may be obtained by writing or telephoning Office of Admissions, The Wallace E. Carroll School of Management, The Graduate School, Boston College, Chestnut Hill, Massachusetts 02167. Telephone 617-552-3920.

Full-time students enter the M.B.A. program in September at the beginning of the fall semester. Part-time students enter either in September or January. The application deadline for September admission is April 1 for full-time students. However, rolling admissions for the full-time M.B.A. program does not end until May 15. The application deadline for the part-time M.B.A. program is July 1 for September enrollment. The application deadline for January part-time enrollment is November 15.

Graduate Management Admission Test

Applicants are required to take the Graduate Management Admission Test in business. This is an *aptitude* test to determine the applicant's potential for study in the field of business administration.

The Admissions Test is administered several times each year, usually in October,

January, March, and June at test centers throughout the United States.

It is the responsibility of the applicant to make arrangements for taking the test. Complete information and application forms may be obtained in person from the Office of Admissions, Graduate School of Management, or by mail from the Educational Testing Service, Box 966, Princeton, New Jersey 08540. Telephone 609-771-7330

International Students

In addition to the admissions requirements listed above, the Carroll Graduate School of Management requires all international students for whom English is not the first language or who have not graduated from an American university, to take the Test of English as a Foreign Language (TOEFL). Also, the Test of Written English (TWE) and the Test for Spoken English (TSE) is required for admission into our M.B.A. degree program. An official score report *must* be sent to the Carroll Graduate School of Management. Applications for the TOEFL can be obtained from TOEFL, Box 899, Princeton, New Jersey 08340 USA.

Boston College is currently unable to offer need-based financial assistance to international students enrolled in the M.B.A. program. However, the Carroll Graduate School of Management offers a scholarship to a qualified international candidate.

Information on Expenses

The four major items of expense are tuition, books and supplies, fees and living expenses.

1. **Tuition.** Anticipated tuition for the 1993-94 academic year is projected to be \$538 per semester credit.

2. **Books and Supplies.** The estimated cost of books and supplies is \$80.00 per course. In certain courses, laboratory fees are charged to cover the costs of special materials, cases, and computer time.

3. **Fees.** Other fees include:

- Application Fee (new students only, not refundable) \$45.00
- Registration Fee (per semester) 15.00
- Late Registration Fee 45.00
- Certified Credits (transcript) 2.00
- Grad Student Activity Fee 12.00
- I.D. Card Fee 15.00

4. **Living Expenses.** Living expenses vary in individual situations. A realistic estimate is in the neighborhood of \$5,400 per semester for rent, food, and personal expenses for students living away from home.

For a full-time student living away from home, estimated annual expenses are as follows:

Tuition (approximate, based upon a first-year load of 31 credit hours)	\$16,678.00
Books and Supplies	800.00
Living Expenses (estimate)	10,800.00
TOTAL	\$28,278.00

Payments

All tuition and fees are due and payable in full at the time of registration at the beginning of each semester. (See the Academic Calendar at the back of this Catalog for registration deadlines.) All checks should be made payable to BOSTON COLLEGE.

As confirmation of their intention to attend, all admitted students must make a non-refundable acceptance deposit which is credited toward their tuition. The full-time student deposit is \$400, (\$200 of which is refundable if a student notifies the Admissions Office of a change of plans by July 1). The part-time student deposit is \$200. This \$200 deposit is non-refundable.

Deferred Payment

Students who prefer to make payments on a monthly basis should contact the University Financial Aid Office, Lyons Hall, for details of installment loan plans available through local lending institutions. In cases of extreme hardship, students should make appointments to discuss their individual problems with representatives of the University Financial Aid Office.

Financial Aid

The Carroll Graduate School of Management offers a limited number of Graduate Assistantships and scholarships. These are merit-based awards that are available to qualified students.

Recipients of need-based financial aid are expected to fill out financial background forms for the University including: 1) the Financial Aid Form (FAF), or 2) the GAPSFA, 3) Parents' Federal Tax Form, 4) Students' Federal Tax Form, and 5) Financial Aid Transcripts from all previously attended universities.

Graduate and Research Assistantships

Graduate Assistants are assigned to academic departments for teaching, research, or administrative duties. Each spring, beginning February 1, for the Carroll Graduate School of Management, all applications of incoming full-time students are reviewed along with the records of first-year students for these assistantships. Annual decisions are made in March.

All Assistantship awards must be reported to the University Financial Aid office and are factored into the student's total financial aid package.

Part-Time Employment

There are some opportunities for part-time employment in the University environment, including assignments as readers in courses, library assistants, administrative assistants, tutors, etc. Information on these opportunities is available through the University Financial Aid Office and through the various departments in the School of Management. Students should contact the Financial Aid Office to determine their eligibility under the Federal Work Study Program. The Career Services Office provides current listings of part-time employment opportunities in companies, service organizations, and government within the Greater Boston Metropolitan area.

Federal, State, and Private Loan Programs

Students are urged to consider various state and federal programs such as the Massachusetts Higher Education Loan Program (HELP), which is administered by local banks for the state government and the Guaranteed Insured Loan Program (GILP), which is guaranteed by the federal government and administered by local banks. Additionally, the American Assembly of Collegiate Schools of Business (AACSB) administers an M.B.A. Loans Program specifically for M.B.A. candidates. This program is not needs-based. The Financial Aid Office has information about these programs and about their current status.

GENERAL INFORMATION

Grading

Students must maintain a 3.00 (B) grade point average to be in good academic standing in the Carroll Graduate School of Management. Students will receive one of the following grades in each course at the end of the semester: A, A-, B+, B, B-, C, W, F, or I. The high passing grade of A is awarded for course work which is distinguished. The passing grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is given for work which is unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C or less in five courses will be subject to academic review and may be required to withdraw from the Graduate Program. Additionally, a student who receives three F's will be automatically dropped from degree candidacy.

Scholastic Average

For purposes of computing scholastic standing, numeric averages are assigned to letter grades as follows: A: 4.0, A-: 3.7, B+: 3.3, B: 3.0, B-: 2.7, C: 2.0, F: 0. In order to graduate a student must attain an overall average of B- (2.70) or higher in course work.

Withdrawal from a Course

No grade entry and no record of courses will appear in permanent records for students who withdraw from courses during the registration period. After the registration period but before the last three weeks of class, grades of W will be recorded for dropped courses. Beginning with the last three weeks of class and during the examination period, a grade of F will be recorded and will be entered into the computations of the student's average unless the Graduate Dean indicates another recording entry. This same condition applies to students who enroll and neglect to withdraw formally.

Course Completion

All required work in any course must be completed by the date set for the course examination.

For adequate reasons, however, a deferment may be allowed at the discretion of the professor of the course. If such a deferment is granted, the professor will determine its length up to a maximum of four months from the end of the examination period. Deferments longer than four months may be granted only by the Graduate Dean, who will in all cases consult the professor of the course. If a deferment is granted, the student will receive a *temporary* grade of I (Incomplete), which will be changed after the above-mentioned date to any of the above grades except W.

Course Load

The minimum course load for a full-time student is four courses per semester. The maximum course load for a full-time student is five courses per semester. Four courses are generally considered to be a full-time load. In some cases, arrangements may be made through the Graduate Dean for adjustment of course loads to meet personal problems or situations. The minimum course load for part-time students is one course, with special permission from the Dean. The maximum load for a part-time student is two courses.

Time Limit

All students are expected to complete all requirements for the M.B.A. degree within six (6) years of the initial registration. All requirements for the M.S. in Finance degree must be completed within four (4) years. Approved leaves of absence can be used to adjust this limit.

Leave of Absence and Readmission

If a student finds it necessary to interrupt his or her program of study, he or she should notify the Graduate Dean's office in writing, including reasons for the requested leave of absence and anticipated date of return. If the period of interruption exceeds one semester, the student must file for reinstatement upon returning to the program. A reinstatement decision will consider the student's prior academic performance, the length of his or her absence, current admission policies and enrollment figures, and changes in the program or degree requirements that may have taken place during the period of absence.

Students who take a leave of absence from the University for any length of time must apply for readmission with the Office of the University Registrar, Lyons 112.

Summer Session

The Carroll Graduate School of Management provides a limited number of course offerings on an accelerated schedule during June and July. Students may take one or two courses during the summer session.

Clearance for Good Standing

Every student must be in good standing with the M.B.A. Program and with the Controller's Office in order to be eligible for enrollment in course work. Each registration, therefore, will be checked to ensure that the student meets the following conditions:

Academic: Must be maintaining a satisfactory academic average;

Administrative: Must be fulfilling prescribed administrative requirements;

Financial: Must be in good standing with the Controller's Office.

Student Integrity

It is the purpose of the Boston College Wallace E. Carroll Graduate School of Management to develop the whole person. Integrity and honesty in the performance of all assignments both in the classroom and outside are essential to this purpose. A student who submits work which is not his or her own violates the principle of high standards and jeopardizes his or her right to continue at the Carroll Graduate School of Management.

Listed below are the faculty members in each department in the Carroll Graduate School of Management.

ACCOUNTING

Faculty

Arthur L. Glynn, *Professor Emeritus*; M.B.A., Boston University; J.D., Boston College Law School

Arnold Wright, *Professor*; B.S., University of Colorado; M.B.A., Ph.D., University of Southern California.

Jeffrey R. Cohen, *Associate Professor*; B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.

Louis Corsini, *Associate Professor*; B.S.B.A., M.B.A., Boston College; Ph.D., Louisiana State University; C.P.A., Massachusetts

Ronald Pawliczek, *Associate Professor*; B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

Kenneth B. Schwartz, *Associate Professor, Chairperson of the Department*; B.S., M.S., University of Rhode Island; Ph.D., Syracuse University

Progyan Basu, *Assistant Professor*; B.E., Jadavpur University, India; M.B.A., University of Missouri, Kansas City; Ph.D.(cand.), University of Nebraska, Lincoln

Stanley J. Dmohowski, *Assistant Professor*; B.S.B.A., Boston College; M.B.A., New York University; C.P.A., Massachusetts

Theresa Hammond, *Assistant Professor*; B.S., University of Denver; M.S.A., Ph.D., University of Wisconsin

Dennis Hanno, *Assistant Professor*; B.B.A., University of Notre Dame; M.S., Western New England College, Springfield; Ph.D., University of Massachusetts, Amherst

Gil J. Manzon, *Assistant Professor*; B.S., Bentley College; D.B.A., Boston University

Billy Soo, *Assistant Professor*; B.S., University of Philippines; M.S., Ph.D., Northwestern University

Gregory Trompeter, *Assistant Professor*; B.S., Illinois State University; M.B.A., Ph.D., University of Wisconsin

Thomas Porter, *Instructor*; B.S., University of Maryland; M.S.M., Georgia Institute of Technology; Ph.D.(cand.), University of Washington

BUSINESS LAW

Faculty

Frank J. Parker, S.J., *Professor*; B.S., College of the Holy Cross; J.D., Fordham University Law School; M.Th., Louvain University

David P. Twomey, *Professor, Chairperson of the Department*; B.S., J.D., Boston College; M.B.A., University of Massachusetts

Alfred E. Sutherland, *Associate Professor*; B.S., A.M., J.D., Boston College

S. Anita Ryan-Webster, *Assistant Professor*; B.A., J.D., Boston College

COMPUTER SCIENCE

Faculty

Peter G. Clote, *Professor*; B.S., Massachusetts Institute of Technology; M.A., Ph.D., Duke University

Howard Straubing, *Professor*; A.B., University of Michigan; Ph.D., University of California at Berkeley

James Gips, *Associate Professor*; B.S., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University

Peter Kugel, *Associate Professor*; A.B., Colgate University; Ph.D., Harvard University

Michael C. McFarland, S.J., *Associate Professor, Chairperson of the Department*; A.B., Cornell University; TH.M., M.Div., Weston School of Theology; M.S., Ph.D., Carnegie-Mellon University

C. Peter Olivieri, *Associate Professor*; B.S.B.A., M.B.A., Boston College; Ph.D., Columbia University

Edward Sciore, *Associate Professor*; B.S., Yale University; M.S.E., Ph.D., Princeton University

Radha R. Gargeya, *Assistant Professor*; B.E., Andhra University, India; M. Tech, Ph.D., Indian Institute of Technology; Ph.D., Illinois Institute of Technology

Robert P. Signorile, *Assistant Professor*; B.S., Queens College; M.S., New York University; M.S., Ph.D., Polytechnic University

FINANCE

Faculty

Edward J. Kane, *Cleary Professor*; B.S., Georgetown University; Ph.D., Massachusetts Institute of Technology

Alan Marcus, *Professor*; B.A., Wesleyan University; Ph.D., Massachusetts Institute of Technology

Mya Maung, *Professor*; A.B., Rangoon University; A.M., University of Michigan; Ph.D., Catholic University

Robert Taggart, *Professor*; B.A., Amherst College; M.S., Ph.D., Massachusetts Institute of Technology

Hassan Tehranian, *Professor, Chairperson of the Department*; B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

George A. Aragon, *Associate Professor*; A.B., University of California at Los Angeles; D.B.A., Harvard University

Elizabeth Strock Bagnani, *Associate Professor*; B.B.A., College of William and Mary; Ph.D., University of Massachusetts at Amherst

Laurence M. Benveniste, *Associate Professor*; B.S., University of California, Irvine; Ph.D., University of California, Berkeley

Clifford G. Holderness, *Associate Professor*; A.B., J.D., Stanford University; M.Sc., London School of Economics

John G. Preston, *Associate Professor*; B.A.Sc., University of British Columbia; M.B.A., Western Ontario; D.B.A., Harvard University

Nickolaos G. Travlos, *Associate Professor*; B.S., University of Athens, Greece; M.B.A., M.Phil., Ph.D., New York University

Timothy S. Mech, *Assistant Professor*; B.A., Indiana State University; M.S., Ph.D., University of Rochester

Hamid Mehran, *Assistant Professor*; B.A., Gilan College of Management; Ph.D., University of North Carolina, Chapel Hill

Manoj Singh, *Assistant Professor*; B.Tech., Indian Institute of Technology, Kanpur; M.S., Ph.D., Purdue University

William J. Wilhelm, *Assistant Professor*; B.B.A., M.A., Wichita State University; Ph.D., Louisiana State University

MARKETING

Faculty

John T. Hasenjaeger, *Associate Professor*; B.S., Bradley University; M.S., Southern Illinois University; Ph.D., Syracuse University

Raymond F. Keyes, *Associate Professor*; A.B., Colby College; M.B.A., Boston College

Michael P. Peters, *Associate Professor, Chairperson of the Department*; B.S., M.B.A., Northeastern University; Ph.D., University of Massachusetts

Kusum Ailawadi, *Assistant Professor*; B.Sc., Delhi University, India; M.B.A., India Institute of Management, India; Ph.D., University of Virginia

Victoria L. Crittenden, *Assistant Professor*; B.A., Arkansas College; M.B.A., University of Arkansas; D.B.A., Harvard University

Jean Romeo, *Assistant Professor*; B.S., Bucknell University; Ph.D., University of Massachusetts, Amherst

Martin Roth, *Assistant Professor*; B.A., M.B.A., Ph.D., University of Pittsburgh

Gerald E. Smith, *Assistant Professor*; B.A., Brandeis University; M.B.A., Harvard University; DBA, Boston University

Eugene Bronstein, *Lecturer*; A.B., Dartmouth College; M.B.A., Harvard University

ORGANIZATION STUDIES—HUMAN RESOURCES MANAGEMENT

Faculty

Jean M. Bartunek, R.S.C.J., *Professor; Chairperson of the Department*; A.B., Maryville College; A.M., Ph.D., University of Illinois at Chicago

William R. Torbert, *Professor*; B.A., Ph.D., Yale University

Dalmar Fisher, *Associate Professor*; B.S., Northwestern University; M.B.A., Boston College; D.B.A., Harvard University

Judith Gordon, *Associate Professor*; A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

John W. Lewis, III, *Associate Professor*; A.B., Ohio Wesleyan University; Ph.D., Case Western Reserve University

Richard P. Nielsen, *Associate Professor*; B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University

William Stevenson, *Associate Professor*; B.S., University of Maryland; M.A., Ph.D., University of California

J. Douglas Orton, *Instructor*; B.A., M.O.B., Brigham Young University; Ph.D. (cand.), University of Michigan

OPERATIONS AND STRATEGIC MANAGEMENT

Faculty

Joseph A. Raelin, *Professor*; A.B., Ed.M., Tufts University; C.A.G.S., Boston University; Ph.D., SUNY, Buffalo

Jeffrey L. Ringuest, *Professor, Chairperson of the Department*; B.S., Roger Williams College; M.S., Ph.D., Clemson University

Larry P. Ritzman, *Galligan Professor*; B.S., M.B.A., University of Akron; D.B.A., Michigan State University

John E. Van Tassel, *Professor*; B.S., B.A., A.M., Boston College; Ph.D., Harvard University

Samuel B. Graves, *Associate Professor*; B.S., U.S. Air Force Academy; M.S., D.B.A., The George Washington University

Hassell McClellan, *Associate Professor*; B.A., Fisk University; M.B.A., University of Chicago; D.B.A., Harvard University

David C. Murphy, *Associate Professor*; B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

M. Hossein Safizadeh, *Associate Professor*; B.B.A., Iran Institute of Banking; M.B.A., Ph.D., Oklahoma State University

Sandra A. Waddock, *Associate Professor*; B.A., Northeastern University; M.A., Boston University; M.B.A., D.B.A., Boston University

Catherine S. Lerme, *Instructor*; B.S., Lycee Michel Montaigne, France; M.S., Ecole Nationale Supérieure De Chimie, France; M.B.A., Ph.D. (cand.), University of Massachusetts, Amherst

Lawrence Halpern, *Lecturer*; B.A., Harvard University; M.B.A., Columbia University

David R. McKenna, *Lecturer*; B.S., M.B.A., Boston College

GRADUATE SCHOOL OF SOCIAL WORK

In keeping with the four-century Jesuit tradition of educating students in the service of humanity, Boston College established a Graduate School of Social Work in March, 1936. In addition to providing foundation courses for all students, its professional programs afford each the opportunity to concentrate in a social work method: clinical social work or social planning and administration on the Master's level; clinical social work or social planning on the Doctoral level. Practice area subconcentrations, including Child Welfare, Occupational Social Work, Health and Medical Care, Forensic Social Work and Gerontology, are also available within the Master's level concentrations.



PROFESSIONAL PROGRAM: MASTER'S LEVEL

The Master's Program is accredited by the Council on Social Work Education and is designed for completion in two full-time academic years of concurrent class and field work. Students may also take the First Year segment on a part-time basis over four semesters and a summer. All degree requirements are to be fulfilled within a period of six years, at least one of which must be a year of residence.

Off-campus Opportunities: A major portion of the part-time component is available at sites in the Worcester, Plymouth, and Springfield areas, and in Portland, Maine, in addition to Chestnut Hill. While classes for all students in the final full-time year are conducted on the main campus, field placements can be arranged in the respective geographic areas.

Social Work Practice

The foundation course in social work practice is designed to acquaint students with the generic aspects of theory and practice skills common to all modes of intervention with individuals, families, small groups and communities. It also incorporates a bridging component relating the content to the specific modes in which the students plan to concentrate and is a prerequisite for them.

SW 700 Social Work Practice

Social Welfare Policy and Services

Foundation courses in the Social Welfare Policy and Services area are designed to give the student a knowledge of the various social welfare problems and issues that affect individuals in today's world. Offerings include foundation courses and electives with advanced content.

SW 701 The Social Welfare System

SW 702 Social Policy Analysis

SW 801 Racism: Dynamics of Social Process

SW 802 The Challenge of the Aging Society: Issues and Options

SW 805 Issues in Family and Children's Services

SW 808 Legal Aspects of Social Work

SW 813 Comparative Policy Analysis and Field Experience

SW 814 Ethical and Policy Issues in Contemporary Health Care

SW 818 Forensic Issues for Clinical Social Workers-Focus: Prisoners

SW 819 SWPS Independent Study

Human Behavior and the Social Environment

Courses in the Human Behavior and Social Environment area are designed to give the student a knowledge of the physical, psychological, and social/environmental forces that affect human development. Course offerings are the following:

SW 721 Human Behavior and the Social Environment

SW 722 Psychosocial Pathology

SW 724 Social Work Perspectives on Organizations and Communities

SW 727 Substance Abuse: Alcohol and Other Drugs

SW 820 Advanced Social Work Practice in Response to the AIDS Epidemic

SW 821 Small Group Theory

SW 822 The Traumatic Impact of Victimization on Child and Adolescent Development

SW 827 Ego Psychology

SW 833 Social Gerontology

SW 836 Self Psychology

SW 839 IIBSE Independent Study

Social Work Research

Research is viewed as an action-oriented method of social work intervention building knowledge to improve social work and social welfare services. The curriculum focus is to produce social work practitioners who (1) are concerned and knowledgeable about issues, needs, and service delivery problems of at-risk groups, and (2) are able to design and implement research efforts relevant to social work practice with such groups.

Foundation and elective courses include the following:

SW 740 Introduction to the Computer

SW 747 Research Methods in Social Work Practice

SW 751 Quantitative Methods in Social Work Practice

SW 840 Advanced Quantitative Analysis

SW 841 Evaluative Research for Micro-Practice

SW 844 Evaluative Research for Macro-Practice

SW 845-846 Research Design Seminar I-II

SW 848 Research Readings in Women's Issues

SW 849 Research Independent Study

SW 850 Research Group/Independent Study: Advanced Couples and Family Therapy; Seasoned Marriages

SW 851 Policy Analysis Research for Social Reform

SW 854 Behavioral and Political Dynamics of Poverty

SW 859 Practice Evaluation

Field Instruction

Social work graduate education requires that students complete two field practica in affiliated agencies/organizations under qualified field instructors. Field placements offer students opportunities to become involved in "hands on" experience: to learn agency functions and policy; to become familiar with community resources; to apply theory to practice; and to develop a professional social work identity. Placements are in public and private social agencies; clinics, hospitals, schools and prisons; community, social and health planning agencies; and in selected occupational settings. Field offerings include the following:

SW 900 Field Practicum Lab

SW 901-902 (or 905) CSW Field Instruction I-II

SW 903-904 CSW Field Instruction III-IV

SW 907-908 (or 909) Social Planning and Administration Field Instruction I-II

SW 914-916 Community Organization, Social Planning and Policy Field Instruction III-IV

SW 919-920 Human Services Administration Field Instruction III-IV

Clinical Social Work

Clinical Social Work is an orderly process of working with individuals and families to help them in dealing with personal, interpersonal and environmental difficulties. The process includes an exploration and understanding of the person and the nature of his/her difficulties and the purposeful use of a variety of interventive skills designed to reduce the difficulties and to increase the individual's capacity for adequate social functioning.

The curriculum is arranged so that the student acquires a foundation in the generic aspects of clinical social work and is afforded an opportunity to expand his/her knowledge and skill through the selection

of electives that are related to specific aspects of practice.

The course offerings are as follows:

SW 762 Basic Skills in Therapeutic Intervention
 SW 860 Advanced Couples and Family Therapy: Theory, Evaluation and Practice
 SW 861 Differential Assessment and Intervention
 SW 862 Social Work with the Deaf and Hard of Hearing
 SW 863 Cross-Cultural Social Work
 SW 864 Group Therapy
 SW 865 Family Therapy I
 SW 866 Therapeutic Interventions with the Elderly
 SW 867 Clinical Social Work Treatment of Children and Adolescents
 SW 868 Integrative Seminar in Clinical Social Work
 SW 869 Clinical Social Work Independent Study
 SW 871 Social Work in an Extreme Stressful Environment: the Prison
 SW 873 Psychosocial Dimensions of Health and Medical Care Practice
 SW 874 Adult Psychological Trauma: Assessment and Treatment
 SW 875 Family Therapy II
 SW 876 Time-Effective Therapy
 SW 880 Social Work Practice in Child Welfare

Social Planning and Administration

Emphasizing disciplined inquiry, theoretical and skill-based knowledge for practice, and commitment to social justice, the Concentration in Social Planning and Administration prepares students for leadership roles in human services. The program seeks to attract students capable of making important contributions over their professional careers to human services and other social interventions that enhance individual, family, and societal well-being. More particularly, this area of the curriculum is designed to provide students with the knowledge and skills necessary for

- planning, implementing and managing human services;
- utilizing participatory strategies which involve individuals, groups and organizations in planned development processes;
- providing executive leadership which is both creative and practical for private and public human service agencies;
- advancing social policy that enhances the well-being of individuals, families, communities and society, with special regard for the needs of low-income and otherwise vulnerable populations;
- researching, analyzing, and evaluating policies and programs.

Students may choose one of two tracks within the concentration, either **Community Organization, Social Planning and Policy (COSPP)**, or **Human Services Administration**. **COSPP** prepares social workers for staff and leadership roles in advocacy, community development, policy development, social planning

and policy analysis. The **Administration** track prepares managers committed to social work goals and skilled in techniques of human services management. By grouping electives, students in either track may also subconcentrate in a field of practice.

The Concentration builds on the School's foundation courses with a joint methods course and first year field curriculum designed for all students in both the **COSPP** and **Administration** tracks. In addition, each track includes two advanced methods courses, a human behavior/social environment corollary, and a second year methods-specific field practicum, as well as supplementary electives.

Course offerings are as follows:

SW 790 Social Work in Industry
 SW 800 Basic Skills in SPA Interventions
 SW 809 Administration of Human Services Programs
 SW 810 Seminar in Administration and Financial Management
 SW 816 Supervision and Staff Management
 SW 883 Social Planning in the Community
 SW 884 Strategic Planning
 SW 888 Seminar in Community Organization and Political Strategy
 SW 897 Planning for Health and Mental Health Services
 SW 899 SPA Independent Study

JOINT DEGREE PROGRAMS

The Graduate School of Social Work has instituted three joint degree programs with other graduate units of Boston College. Particulars on each are available from the respective Admissions Offices, and candidates must apply to and be accepted by each of the relevant schools independently.

The **M.S.W./M.B.A.** Program, in cooperation with the Carroll Graduate School of Management, involves three full-time years, one each in the foundation years of both schools, and the third incorporating joint class and field work.

The four-year **M.S.W./J.D.** Program, inaugurated in 1988 with Boston College Law School, requires a foundation year in each school followed by two years of joint class and field instruction with selected emphasis on such areas as family law and services; child welfare and advocacy; socio-legal aspects and interventions relating to poverty, homelessness, immigration, etc.

The three-year **M.S.W./M.A. (Pastoral Ministry)** in conjunction with the Boston College Institute for Religious Education and Pastoral Ministry was begun in 1989 and consists of a foundation year in each curriculum with a third year of jointly administered class and field instruction. Areas of focus include clinical work in hospitals and prisons, organizational services/administration, and parish social ministry.

Accelerated B.A./M.S.W. Program

In cooperation with the College of Arts and Sciences, the School has instituted a **Three/Two Program** whereby a limited number of Psychology and Sociology Majors may combine first-year Graduate Social Work

courses and field work with their junior and senior studies, receive the B.A. at the end of four years, and then enroll formally for the final year of the **M.S.W.** Program.

For sophomore prerequisites and application information, undergraduates should call the Graduate School of Social Work Director of Admissions, Ext. 4024.

The School also offers an upper-division introductory course which is not applicable to the **M.S.W.** degree: **SW 600 Introduction to Social Work** is cross-listed with the Departments of Psychology and Sociology, College of Arts and Sciences.

PROFESSIONAL PROGRAM: DOCTORAL LEVEL

The Doctor of Social Work program for **M.S.W.** practitioners who have demonstrated competence in a practice method is designed to 1) extend the student's conceptual and empirical knowledge about clinical or social policy analysis and planning methods of social work practice which are responsive to people in need of services; and 2) integrate the student's research competencies with clinical or planning competencies in order to develop social workers with the capacity for formulating and implementing systematic studies of professional practice.

Six core courses, four specialization courses (clinical or planning), four electives and nine dissertation-related credits, comprise the 51 credits required for the **DSW**. The program, instituted in 1979, is designed for part time study. Courses offered to date include the following:

SW 960 Public Policy as a Field
 SW 962 Social Policy Analysis
 SW 963 Scientific Inquiry in Social Work
 SW 964 Statistical Analysis for Social Work Research
 SW 965 Evaluation of Outcomes in Clinical Practice
 SW 966 Dissertation Seminar
 SW 971 Doctoral Seminar in Clinical Practice I
 SW 972 Empirical Clinical Practice
 SW 973 Comparative Models of Intervention
 SW 974 Issues in Clinical Social Work Practice
 SW 976 Ego Psychology and Clinical Practice
 SW 978 Ethnicity, Race, Gender & Class: Theory, Models and Research in Clinical Practice
 SW 980 Social Planning Theory
 SW 981 Social Planning Models: Congruence and Evaluation
 SW 982 Participatory Dynamics of Social Planning
 SW 983 Planning for Specific Intervention Domains I
 SW 984 Planning for Specific Intervention Domains II
 SW 992 Correlation and Regression
 UN 880 Psychoanalytic Psychiatry: Issues in the Theory of Technique

Independent Studies, Tutorials, Teaching Labs, Dissertation Direction, and Professional Workshops by arrangement.

CONTINUING EDUCATION

The Office of Continuing Education offers workshops, seminars, institutes and mini-courses in a wide variety of subject areas for human services professionals. Continuing Education credits associated with these offerings are applicable to Massachusetts Social Work Licensing requirements. Advanced training certificate programs are also available.

Information

For a more detailed description of course offerings, the applicant should consult the Boston College Graduate School of Social Work Bulletin which may be obtained by writing to the Director of Admissions, Boston College Graduate School of Social Work, Chestnut Hill, Massachusetts 02167.

FACULTY

June Gary Hopps, *Dean, Professor*; A.B., Spelman College; M.S.W., Atlanta University; Ph.D., The Florence Heller School for Advanced Studies in Social Welfare, Brandeis University

Demetrius S. Iatridis, *Professor*; A.B., Washington Jefferson College; M.S., University of Pittsburgh; Ph.D., Bryn Mawr

Richard A. Mackey, *Professor*; A.B., Merrimack College; M.S.W., Catholic University of America; D.S.W., Catholic University of America

Anthony N. Maluccio, *Professor, Chair, D.S.W. Program*; B.A., Yale University; M.S., D.S.W., Columbia University

Elaine Pinderhughes, *Professor, Chair, Clinical Social Work*; A.B., Howard University; M.S.W., Columbia University

Robert L. Castagnola, *Associate Professor*; B.S.S.S., Boston College; M.S.W., Boston College Graduate School of Social Work

Albert F. Hanwell, *Associate Professor, Associate Dean*; B.S., Boston College; M.S.W., Boston College Graduate School of Social Work

Eric R. Kingson, *Associate Professor, Chair, Social Planning and Administration*; B.A., Boston University; M.P.A., Northeastern University; Ph.D., Brandeis University, The Florence Heller School for Advanced Studies in Social Welfare

Thanh Van Tran, *Associate Professor*; B.A., University of Texas; M.A., Jackson State University; M.S.S.W., Ph.D., University of Texas

Nancy W. Veeder, *Associate Professor*; A.B., Smith College; M.S., Simmons College School of Social Work; Certificate of Advanced Study, Smith College School of Social Work; Ph.D., The Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University; M.B.A. Boston College Carroll Graduate School of Management

Leon F. Williams, *Associate Professor, Chair, Social Work Foundation*; B.A., Ohio State University; M.S.W., West Virginia University; Ph.D., Brandeis University

Richard H. Rowland, *Adjunct Associate Professor*; B.S. University of Wisconsin; M.S.S.S. Boston University School of Social Work; Ph.D., Florence Heller School, Brandeis University

Paul Wilson, *Adjunct Associate Professor*; B.A., Acadia University; M.Div., Union Theological Seminary, New York; M.S.W., Ph.D., Washington University, Missouri

Stephen J. Catalano, *Adjunct Assistant Professor*; B.A., University of Massachusetts; M.S.W., Simmons College School of Social Work; D.S.W., Boston College Graduate School of Social Work

Karen K. Kayser, *Assistant Professor*; B.A., Michigan State University; M.S.W., Ph.D., University of Michigan

Barbara Nicholson, *Adjunct Assistant Professor and Research Associate*; B.A., Le Moyne College; M.S.W., Syracuse University; Ph.D., Smith College School for Social Work.

Regina O'Grady-LeShane, *Assistant Professor*; A.B., Caldwell College for Women; M.A., New School for Social Research; Ph.D., Brandeis University

Dorothy Weitzman, *Adjunct Assistant Professor*; B.A., Swarthmore College; M.S., University of Wisconsin; M.S.W., Columbia University School of Social Work



LAW SCHOOL

Established in 1929, Boston College Law School is dedicated to the highest standards of academic, ethical and professional development while fostering a unique spirit of community among its students, faculty and staff. The 40-acre Law School campus in Newton is easily accessible by car and public transportation, and has extensive academic, administrative and service facilities. Boston College Law School is accredited by the American Bar Association, is a member of the Association of American Law Schools and has a chapter of the Order of the Coif.



PRE-LEGAL STUDIES

Boston College Law School does not designate a particular undergraduate program or course of study as the best preparation for the study of law. Since law spans virtually all of the social, economic and political processes of our society, every undergraduate major will include areas of study which can relate to subsequent legal education.

ADMISSION REQUIREMENTS

An applicant for admission to Boston College Law School as a candidate for the degree of Juris Doctor must possess a Bachelor's degree from an accredited college or university. In addition, the applicant must take the Law School Admission Test (LSAT) and subscribe to LSDAS. The Law School has no minimum cutoff for either GPA or LSAT. Every application is read by the Director of Admissions and/or a mem-

ber of the Admissions Committee. Boston College Law School strongly encourages applications from qualified minorities, disabled or other students who have been socially, economically or culturally disadvantaged.

Application Procedures

Application must be made upon the official forms, and, as noted therein:

1) Official transcripts of *all* collegiate, graduate and professional study must be sent directly to the Law School Data Assembly Service.

2) Two recommendations must be submitted with the Application to the Law School.

3) The applicant must submit the Law School Application Matching Form, which is found in each applicant's LSAT/LSDAS registration packet, with the Application to Boston College Law School.

4) Decisions made by the Committee on Admissions will be mailed to applicants

commencing in December. The application fee is not refundable.

5) Acceptance Deposit: To hold a place in the class an accepted applicant must send an initial deposit of \$200 to Boston College Law School within the time limit specified in the letter of acceptance. The deposit will be credited toward tuition for the first semester. A second deposit of \$400 is due and payable by June 1. If notice of withdrawal is given to the school by July 1, \$400 of the acceptance deposits are refundable.

6) First semester tuition and charges must be fully paid by August 15, or a date set in the tuition bills, in order to retain a place in the entering class. Arrangements can be made to waive this requirement under special circumstances by contacting the Director of Admissions.

Registration for Bar Examination

Each student intending to take a state bar examination should determine, by writing to the secretary of the Board of Bar Examiners of that state, the standards and requirements for admission to practice. Some states require a student, prior to or shortly after beginning the study of law, to register with the Board of Bar Examiners of the state in which he or she intends to practice. The Assistant Dean's office has bar examination information available.

Auditors

A limited number of applicants, usually members of the bar, who do not wish to study for a degree, but who desire to enroll in specific courses, may be admitted as auditors. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations but may elect to do so. Normally, credit will not be certified for auditing. Auditors are charged tuition at the per credit hour rate.

Advanced Standing

An applicant who basically qualifies for admission and who has satisfactorily completed part of his or her legal education in another AALS-approved law school may be admitted to an upper class with advanced standing. Normally, four completed semesters in residence at Boston College which immediately precede the awarding of the degree will be required. Relatively few students with advanced standing are admitted each year. Each transfer applicant must submit a transcript of his or her law school record, a letter of good standing from his or her law school dean and a recommendation from a law school professor. Applications must be received by July 1 from those wishing to enroll for the fall semester.

Financial Aid Programs

All financial aid is processed through the University's Office of Financial Aid and the Law School Admissions Office. Awards are made on the basis of need and may include tuition remission scholarships as well as low-

interest loan funds. The Law School has also developed a Public Interest Loan Assistance program providing financial assistance to graduates taking traditionally lower-paying positions in government, non-profit corporations and legal services programs. Applicants wishing to be considered for financial aid may obtain the necessary applications by writing to the Boston College Office of Financial Aid, Lyons Hall 201, Chestnut Hill, MA 02167.

Joint J.D./M.B.A. Program

The Carroll School of Management and the Law School at Boston College have a joint J.D./ M.B.A. program. Students in the program are required to be admitted independently to both schools. Credit for one semester's courses in the M.B.A. program is given towards the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given towards the M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Students interested can obtain detailed information from the Admissions Offices of both schools.

Joint J.D./M.S.W. Program

The School of Social Work and the Law School at Boston College have a joint J.D./ M.S.W. Program designed for students interested in serving the combined legal and social welfare needs of individuals, families, groups and communities. Students may obtain the two degrees in four years, rather than the normally-required five years. Joint degree candidates must apply to and be accepted by both schools. Interested students can obtain more information from the Admissions Offices of both schools.

Other Joint Degree Programs

The Law School encourages individual students who may be interested in joint degree programs with other schools and departments at Boston College or, in some instances, with other universities in the Boston area, to propose a program to the Law School's Associate Dean for Academic Affairs. An average of six or more students each year are in programs that have been developed by students with the approval of the two schools involved.

In addition to the above, students are permitted to take a maximum of four graduate level courses (12 credits) in other departments during their final two years with the consent of the Associate Dean. Also, students may cross-register for certain courses at Boston University School of Law. A list of courses is made available prior to confirmation of Registration.

Tuition for joint programs is separately arranged.

London Program

The Law School has a semester-abroad program with Kings College at the University of London. Students in the London Program have the opportunity to enroll in

courses taught in the LL.M. curriculum at Kings, and participate in a clinical European Law and Practice externship as well. Student placements have included positions with the court system as well as governmental and non-governmental law offices, and are supervised by a full-time member of the Boston College Law School faculty.

INFORMATION

For a more detailed description of course offerings, applicants should consult the Boston College Law School Bulletin which may be obtained by writing to the Office of Admissions, Boston College Law School, 885 Centre Street, Newton, MA 02159.

FACULTY

Richard G. Huber, *Professor Emeritus*; B.S., U.S. Naval Academy; J.D., University of Iowa; LL.M., Harvard University; LL.D., New England School of Law; LL.D., Northeastern University

Francis J. Nicholson, S.J., *Professor Emeritus*; A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; LL.B., LL.M., Georgetown University Law Center; LL.M., S.J.D., Harvard University

Emil Slizewski, *Professor Emeritus*; A.B., LL.B., Boston College.

Hugh J. Ault, *Professor*; A.B., Harvard University; LL.B., Harvard University

Charles H. Baron, *Professor*; A.B., Ph.D., University of Pennsylvania; LL.B., Harvard University

Arthur L. Berney, *Professor*; A.B., University of Virginia; LL.B., University of Virginia

Robert C. Berry, *Professor*; A.B., University of Missouri; LL.B., Harvard University

George D. Brown, *Professor*; A.B., Harvard University; LL.B., Harvard University

Peter A. Donovan, *Professor*; A.B., Boston College; LL.B., Boston College Law School; LL.M., Georgetown University; LL.M., Harvard University

Scott FitzGibbon, *Professor*; A.B., Antioch College; J.D., Harvard University

John M. Flackett, *Professor*; LL.B., University of Birmingham, England; LL.B., St. John's College, Cambridge; LL.M., University of Pennsylvania

Sanford J. Fox, *Professor*; A.B., University of Illinois; LL.B., Harvard University

Sanford N. Katz, *Professor*; A.B., Boston University; J.D., University of Chicago

Cynthia C. Lichtenstein, *Professor*; A.B., Radcliffe College; LL.B., Yale University; M.C.L., University of Chicago Law School

Zygmunt J. B. Plater, *Professor*; A.B., Princeton University; J.D., Yale University; LL.M., University of Michigan

James S. Rogers, *Professor*; A.B., University of Pennsylvania; J.D., Harvard University

Frank K. Upham, *Professor*; A.B., Princeton University; J.D., Harvard University

Michael Ansaldi, *Associate Professor*; A.B., Columbia University; J.D., Yale University

Robert M. Bloom, *Associate Professor*; B.S., Northeastern University; J.D., Boston College Law School

Phyllis Goldfarb, *Associate Professor*; B.A., Brandeis University; Ed.M., Harvard University; J.D., Yale Law School; L.L.M., Georgetown University

Ingrid Hillinger, *Associate Professor*; A.B., Barnard College; J.D., College of William & Mary

Ruth-Arlene W. Howe, *Associate Professor*; A.B., Wellesley College; S.M., Simmons College; J.D., Boston College Law School

Judith A. McMorrow, *Associate Professor*; B.A., B.S., Nazareth College; J.D., University of Notre Dame

Sharon Hamby O'Connor, *Associate Professor and Law Librarian*; A.B., Southern Methodist University; M.S.L.S., Columbia University; J.D., Harvard University

Thomas C. Kohler, *Associate Professor*; A.B., Michigan State University; J.D., Wayne State University

James R. Repetti, *Associate Professor*; B.A., Harvard College; M.B.A., J.D., Boston College

Robert H. Smith, *Associate Professor*; B.A., Wesleyan University; J.D., University of Chicago

Mark R. Spiegel, *Associate Professor*; A.B., University of Michigan; J.D., University of Chicago

Alfred C.C. Yen, *Associate Professor*; B.S., M.A., Stanford University; J.D., Harvard University

Dean M. Hashimoto, *Assistant Professor*; A.B., Stanford University; M.S., University of California (Berkeley); M.P.H., Harvard University; M.D., University of California (San Francisco); J.D., Yale University

Frank R. Herrmann, S.J., *Assistant Professor*; A.B. Fordham University; M.Div., Woodstock College; J.D., Boston College.

Renée M. Landers, *Assistant Professor*; A.B., Radcliffe College; J.D., Boston College Law School

Daniel Barnett, *Adjunct Assistant Professor*; B.A., J.D., University of the Pacific

Joan Blum, *Adjunct Assistant Professor*; A.B., Radcliffe College; J.D., Columbia University

Leslie Espinosa, *Adjunct Assistant Professor*; B.A., University of Redlands; J.D., Harvard University

Anthony Farley, *Visiting Assistant Professor*; B.A., University of Virginia; J.D., Harvard University

George Fisher, *Adjunct Assistant Professor*; A.B., J.D., Harvard University

Elisabeth Keller, *Adjunct Assistant Professor*; B.A., Brandeis University; M.A., J.D., Ohio State University

Jane K. Gionfriddo, *Adjunct Assistant Professor*; B.A., Wesleyan University; J.D., Boston University

Daniel Kanstroom, *Adjunct Assistant Professor*; B.A., State University of New York, Binghamton; J.D. Northeastern University

Jean E. McEwen, *Adjunct Assistant Professor*; B.A., University of Minnesota; J.D., Northwestern University

Alan Minuskin, *Adjunct Assistant Professor*; B.A., University of Miami; J.D., New England School of Law

Francine T. Sherman, *Adjunct Assistant Professor*; B.A., University of Missouri; J.D., Boston College

Paul R. Tremblay, *Adjunct Assistant Professor*; B.A., Boston College; J.D., University of California, Los Angeles

SUMMER SESSION

With its wide range of accredited courses and special programs, Boston College Summer answers the educational needs of a broad spectrum of students at every level—those already in degree programs, at Boston College and at other institutions, but also academic and business professionals seeking to expand their capacity to meet the challenges in their specialized fields.

The convenient suburban setting and extensive facilities for housing and recreation place Boston College Summer in a unique position to provide the student with an ideal environment for summer study. Although the student body is highly diversified, all intermingle successfully, enjoying a relaxed and enthusiastic faculty, smaller classes, and the summertime beauty of the campus.

The summer program takes place within two intensive six-week periods beginning in early May in which credits earned per course are equivalent to one semester of the regular academic year.

Admission

Under a policy of open registration, Boston College Summer welcomes all students, and no academic records need be submitted.

However, because formal application is not required, students should not confuse registration in the summer with admission to regular University standing, either in graduate or undergraduate programs.

As in the case with the rest of the University, Boston College Summer is coeducational and admits students of any race, creed, color, handicap, and national or ethnic origin.

Graduate Students

Visiting graduate students should possess the Bachelor's degree and are welcome to register for summer courses provided they observe any applicable course restrictions where they appear.

Boston College graduate students in degree programs should consult with their advisors before registering to make sure their summer course selections are consistent with their degree requirements.

INFORMATION

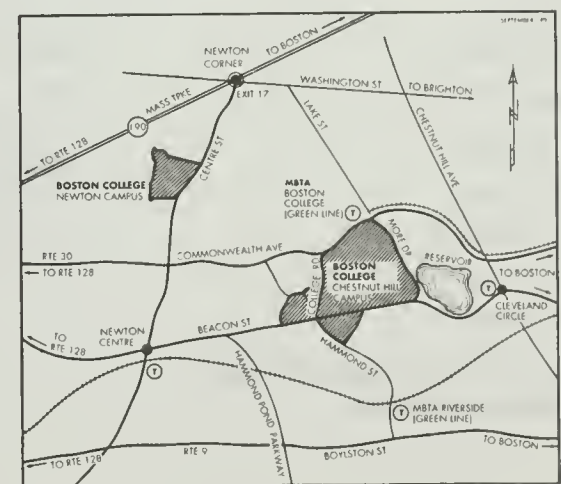
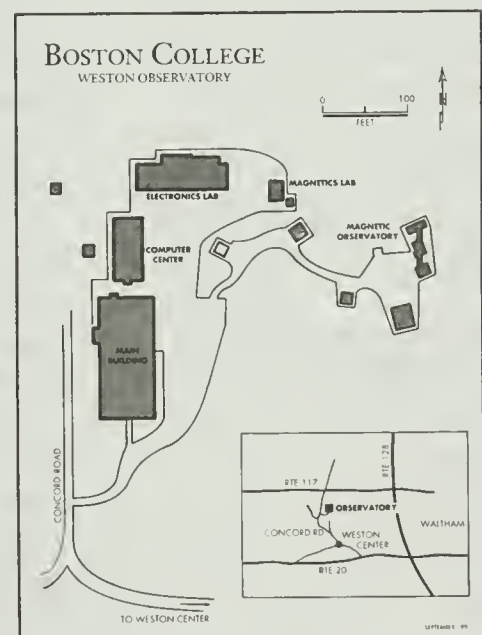
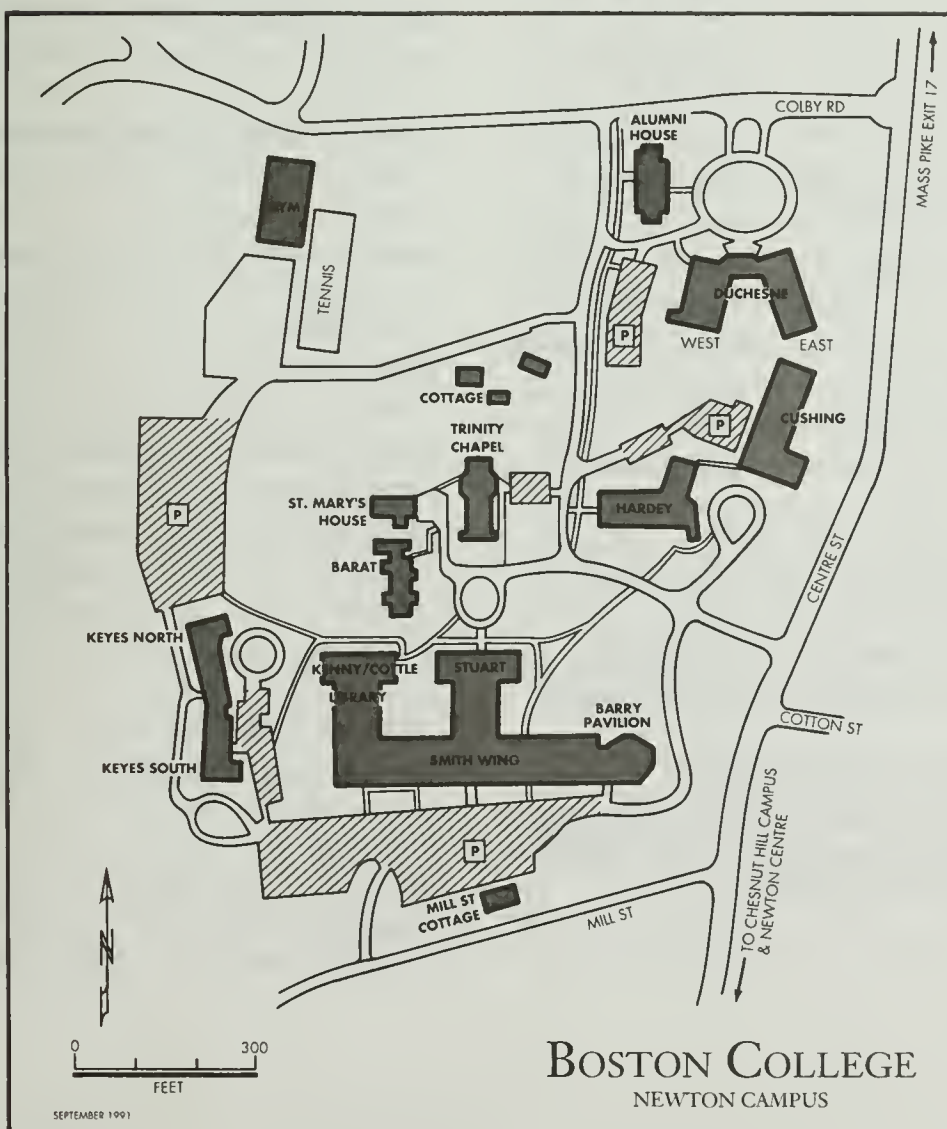
For information about the courses and special programs offered during the Summer Session, request a Summer Session Catalog from the Summer Session Office, Boston College, Chestnut Hill, Massachusetts 02167.

CAMPUS MAPS

Boston College Chestnut Hill Campus



AUGUST 1992



ADMINISTRATION

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ACADEMIC CALENDAR 1993-94

FIRST SEMESTER

August 30	Monday	Classes begin for second and third year law students
September 1	Wednesday	Last date for students in Graduate School of Management to register.
September 6	Monday	LaborDay
September 7	Tuesday	Classes begin
September 7 to September 13	Tuesday to Monday	Drop/Add period for Undergraduates
September 8	Wednesday	Classes begin for first year law students Faculty Convocation
September 14	Tuesday	Last date for students in Graduate Arts and Sciences and Graduate School of Social Work to register.
October 11	Monday	Columbus Day—no classes
November 10	Wednesday	Last date for undergraduates to file change-of-major forms
November 11 to December 1	Thursday to Wednesday	Undergraduate registration period for spring 1994 courses
November 23	Tuesday	Last date for graduate students to sign up for December 1993 graduation
November 24 to November 26	Wednesday to Friday	Thanksgiving holidays
November 29	Monday	Last date for official withdrawal from a course or from the University
December 9	Thursday	Last date for Master's and Doctoral candidates to turn in signed and approved copies of theses and dissertations for December graduation
December 10	Friday	Study days—no classes for undergraduates (graduate courses may meet)
December 13	Monday	
December 14 to December 21	Tuesday to Tuesday	Final examinations

SECOND SEMESTER

January 10	Monday	Classes begin for all law students
January 12	Wednesday	Last date for students in Graduate School of Management to register.
January 17	Monday	Martin Luther King, Jr. Day
January 18	Tuesday	Classes begin
January 18 to January 24	Tuesday to Monday	Drop/Add period for undergraduates
January 25	Tuesday	Last date for students in Graduate Arts and Sciences and Graduate School of Social Work to register
February 16	Wednesday	Last date for graduate students to sign up for May 1994 graduation.
February 21	Monday	Washington's Birthday—no classes
March 7 to March 11	Monday to Friday	Spring Vacation
March 30	Wednesday	Last date for undergraduates to file change-of-major forms
March 31 to April 1	Thursday to Friday	Easter Weekend
April 4	Monday	Undergraduate registration period for fall 1994 courses
April 15	Friday	
April 13	Wednesday	Last date for Master's and Doctoral candidates to turn in signed and approved copies of theses and dissertations for May graduation
April 15	Friday	Last date for official withdrawal from a course or from the University
April 18	Monday	Patriot's Day—no classes
May 5 to May 6	Thursday to Friday	Study days—no classes for undergraduates (graduate courses may meet)
May 7 to May 14	Saturday to Saturday	Final examinations
May 23	Monday	Commencement
May 29	Sunday	Law School Commencement

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